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ABSTRACT

Project Emerge, funded under Title VIII of the 1965 Elementary Secondary Education Act, is located in the Model Cities Area, a black-inhabited west side section of Dayton, Ohio. The target school student population is 2,300 of which 20 percent come from families with low incomes. Project Emerge's major objectives are to reduce the dropout rate in grades 9-12, decrease absenteeism, and improve the students' academic performance and attitude toward school. Emerge further proposes to decrease semester suspensions. The project components include: Instructional (language arts, reading laboratory, mathematics laboratory, and staff development); and Service to Students/Cooperative Education (Guidance and counseling, health programs, "shop," early childhood program, work experience program, automotive professional training, and inservice training). During the first three years of the project (1969-72) an average of 1,340 students per year participated in the various project components. This year involved almost all of the 1,700 Roosevelt students and about 100 seventh- and eighth-grade MacFarlane students in the various programs. The project appears to have faired pretty well when overall one year objectives are viewed. The number of dropouts decreased, attendance increased, and semester expulsions decreased. However few of the supporting objectives were met. That the overall one year objectives were met seems to be related more to changes in board policy and the courts than in the efforts of Project Emerge. (Author/JM)

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1972-73
FINAL EVALUATION REPORT

U.S. Office of Education
Title VIII, Dropout Prevention

PROJECT EMERGE
Dayton, Ohio

Gladys Moses, Director

July 30, 1973

VT 014223

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ABSTRACT

THE LOCALE: Project Emerge is located in the Model Cities Area, a black inhabited west side section of Dayton, Ohio. The target schools for the tentatively planned five-year demonstration program are Roosevelt High (grades 9-10) and MacFarlane Middle (grades 6-8). The target school student population is 2,300 of which 20% come from families with low incomes.

THE PROGRAM: Project Emerge's major objectives are to reduce the dropout rate in grades 9-12, decrease absenteeism, and to improve the students' academic performace and attitude toward school. Emerge further proposes to decrease semester suspensions. The project components include: Instructional (language arts, reading laboratory, mathematics laboratory, and staff development); and Service to Students/Cooperative Education (guidance and counseling, health program, "Shop", early childhood program, work experience program, automotive professional training and in-service training). During the first three years of the project (1969-72) an average of 1,340 students per year participated in the various project components. This year involved almost all of the 1,700 Roosevelt students and about 100 seventh and eighth grade MacFarlane students in the various programs.

SELECTED OUTCOMES: During the school year 1967-68, the dropout rate was 18.1%. The dropout rate in 1968-69, the year prior to the institution of Project Emerge, was 14.2%. The dropout rate during the first operational year was 14.0%. In 1970-71, the rate

rose to 14.9%. However, for those students directly affected by Project Emerge, the dropout rate was 8.1%. The third year, the dropout rate decreased to approximately 7.8% for Roosevelt High School. The dropout rate for the core students was 6.1%. This year the dropout rate was 7.7% for Roosevelt and 2.7% for Emerge core students, The following represent selected outcomes for the 1972-73 school year: of the Emerge core students met the absentee objective. The objective specifying a 1.2 grade level increase was met by 83% of the secondary reading lab students, 49% of the elementary reading lab students, 21% of the math lab participants. The language arts objective of obtaining a letter grade of "C" or better was met by 49% of the students. The Work Experience Program placed 249 students. Sixty-seven per cent of the students were rated. There was 2.4% of those rated who were considered unsatisfactory.

SUMMARY OF FINDINGS

SUMMARY OF FINDINGS

OVERALL OBJECTIVES

A. Overall Project Objectives

Objectives	Findings
IA1. Dropout rate will be reduced 75% during the Project's 5 years 14.9% to 3.7%).	14.2% = 1968-69; 14.0% = 1970-71; 7.8% = 1971-72; 7.7% = 1972 73. This is a decrease of about 46% during the four years.
IA2. Absenteeism will decrease 30% during the Project's 5 years.	Attendance rates have been 85.3% = 1968-69; 83.2% = 1969-70; 77.3% = 1970-71; 75.7% = 1971-72; 78.9% = 1972-73. This is an increase in absenteeism.
IA3. Semester expulsion rate will decline 30% during the 5 years of the Project.	96 = 1969-70; 112 = 1970-71; 35 = 1971-72; 19 = 1972-73, this is a reduction of 80%.
IB4. 90% occurrence of all required staff meetings and reports.	8 of 30 monthly reports submitted; 3 of 10 total staff meetings occurred; co-ordinators' meetings occurred but no records kept.
IC5. Dropout rate reduced 15% during the past year.	1971-72 = 7.8%; 1972-73 = 7.7%, this is not a reduction of 15%.
IC6. Absenteeism will decrease 6% during the past year.	1971-72 = 75.7%; 1972-73 = 78.9%. The objective was met.
IC7. Semester expulsions decline 6% during year.	1971-72 = 35; 1972-73 = 19. This is a reduction of 45.7%.
IC8. Objective dropped.	
IC9. Core students absent 10 days or less each semester.	66% achieved objective first semester; 29% achieved objective second semester; 42% achieved objective for the year. Objective not achieved.
IC10. 80% of the Core Students will show an improved attitude.	This proved unsuccessful.

Objectives	Findings
ID11. Meet specified deadline on time sequence chart.	Administrative Component met all but one time line; Services to Students/ Cooperative Education failed to meet five time lines; Instructional did not have a time sequence chart.
ID12. Involve administrative and staff personnel from participating schools.	No minutes or notes of the meetings that did take place were kept. Many meetings occurred.
IE13. Advisory council assist and make two recommendations about program.	The council met on nine occasions and made eleven suggestions. All but two were implemented or answered to the council's satisfaction.
IF14. Advisory council will receive information at least six times.	Council met nine times.
IG15. Class cuts reduced 10% during 1972-73.	Class cuts increased dramatically.
IG16. 5% increase in number of participants in club activites.	Appears to be met on limited data available.
IG17. Committee to develop criteria for incentive activities.	Committee met and developed criteria.
IG18. Student Committee meet with council.	Committee did not but students did.
IG19. Student Involvement Committee will recommend activities for Student Lounge.	Did not occur.
IG20. Students working in the Lounge will carry out proper restaurant and management procedures.	All four students performed their duties satisfactorily.
IG21. Student Lounge profits used to help or establish extra-curricular activities.	There was a profit made. These were used for banquets, honors assembly and other similar activities.

B. Component Objectives

INSTRUCTIONAL OBJECTIVES

	Objectives	Findings
IIA1	60% of the reading and math lab students will exhibit a 1.2 grade level increase.	56% met objectives at MacFarlane Middle School Reading Lab, 1.29 average increase. 83% met objective at Roosevelt High School Reading Lab, 2.12 average increase. 21% met objective in Roosevelt High School Math Lab, 0.38 average increase in concepts, 0.56 average increase in computations.
IIA2.	80% of the I/G/E Language Arts students receive a "C" or better.	49% received "C" or better.
IIB3.	Objective dropped.	
IIB4.	Teacher cooperative planning twice a week.	Occurred as planned.
IIB5.	Proper placement in reading materials will occur.	Proper placement occurred.
IIC6.	Objective dropped.	
IIC7.	75% of 9th and 10th grade Language Arts teachers will change traditional instructional patterns.	Teachers extensively used paperback books, newspapers, teaching units, student contracts.
IID8.	9th and 10th grade Language Arts teachers will participate in continuous in-service (2,000 hours).	179 persons participated in in-service for approximately 13 hours per participant or 2,350 total hours.
IID9.	All high school and middle school participating teachers will attend summer workshops.	Seven teachers participated.
IID10.	Consultant on-site visits once per week.	38 weeks in the school year 80 visits by Services to Students/Cooperative Education Consultant, 58 visits by Math Consultant, 45 visits by Reading Consultant.

	Objectives	Findings
IIE11.	90% of teaching units developed rates satisfactory.	95% were rated satisfactory.

SERVICES TO STUDENTS/COOPERATIVE EDUCATION

	Objectives	Findings
IIIA1.	Same as IC10.	
IIIA2.	80 students will have appointments scheduled for care.	74 of 90 students needing care had appointments made.
IIIA3.	APT students score 75% or better or 12 unit test.	70 of 80 students scored 75% or better on the test.
IIIA4.	Work Experience students receive satisfactory rating.	Approximately 66% were rated and 97.6% of these were rated satisfactory.
IIIA5.	75% satisfactory rating on Shop survey.	78% satisfactory rating.
IIIB6.	Core students counseled individually twice per year.	74% had two counseling sessions or more.
IIIB7.	Core students visited at home at least once.	22 of 80 homes not visited at MacFarlane; 21 of 110 not visited at Roosevelt.
IIIB8.	ECC participants visited once per month.	52 instances of students not being visited occurred.
IIIB9.	Core students screened for health problems.	2 of about 110 students did not receive screening.
IIIB10.	Reading Lab students meet one period per week for group guidance.	20 of 29 group sessions occurred at MacFarlane Workshops held at Roosevelt.
IIIB11.	Team meet twice monthly and staff four students.	Ten students were staffed at seven meetings.
IIIB12.	APT maintain all equipment as shown by checklist.	Checklist never completed.
IIIB13.	Quarterly check of APT class by service station dealer.	Three checks were made.
IIII4.	Quarterly job rating from job Supervisor.	47% of the students were rated quarterly.

Objectives	Findings
IIIB15. Two on-site visits each quarter by Work Experience staff.	202 of 248 had visits made as required.
IIIB16. Bus transportation provided for work students who needed it.	This was provided at no cost to the student.
IIIB17. Freshman Orientation Program students answered 70% of questions right.	The highest percentage was 69% understood the report card procedure.
IIIC18. All core students make contact with Services to Students/Cooperative Education personnel.	85 of 160 took part in program.

OVERALL OBJECTIVES

Project Objective

IA1 During the five years of Project Emerge's operation at Roosevelt High School, the dropout rate at Roosevelt High School will be reduced from the 1968-69 base year rate of 14.9 to 75% of that rate. That is, it will decrease to 3.7. Baseline data shall be that recorded by the Division of Research of the Dayton Board of Education. School year enrollment shall be figured in terms of the enrollment for the first full week of October.

Findings: There has been a 45.8% reduction in the dropout rate since the 1968-69 school year. There was a 0.1% reduction over last year's rate of 7.8%. The rate this year being 7.7% or 6.5% less than the 1968-69 school year. (The 7.7% rate was figured by the evaluator and is not the official figure released by the Board of Education.) If the past is an indication of the future the objective will not be reached by next year.

Data Presentation:

Dropout Rates for Roosevelt High School-1968 to present

Grade	1968-69		1969-70		1970-71		1971-72		1972-73	
	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
12	39	8.4%	32	10.7%	36	10.9%	27	9.2%	23	7.4%
11	57	13.2%	53	15.8%	58	18.2%	38	10.2%	30	9.6%
10	86	19.5%	70	16.5%	87	18.2%	36	8.0%	31	8.5%
9	97	15.6%	63	12.6%	77	14.7%	26	5.6%	26	5.9%
S.E.	N/A		29	14.4%	14	8.0%	6	5/4%	9	8.0%
Total	279	14.2%	247	14.0%	272	14.9%	133	7.8%	119	7.7%

Comments: The dropout rate has dropped dramatically the last two years just the semester expulsions have decreased (Objective IA3). There is a definite correlation because a semester expulsion is counted as a dropout. Therefore, much of the reduction in the dropout rate could be linked to the reduction in semester expulsion.

IA2 During the five years of Project Emerge's operation at Roosevelt High School the average daily absenteeism of all students will decrease 30% when compared with the 1968-69 school year cumulative percent of daily attendance. All baseline data shall be that computed by the Division of Research, Dayton Board of Education.

Findings: This is the first year since the 1968-69 school year that there has been a rise in attendance. However, this rise has not made up the accumulated decreases. The cumulative attendance rate for the 1968-69 school year was 85.3% and during the 1972-73 school year it was 78.9%. This is a decrease of 6.4% over the four years of Project Emerge's operation. The objective was not attained.

Data Presentation:

Cumulative Attendance Rate: 1968 to present

Grade	1968-69	1969-70	1970-71	1971-72	1972-73
S.E.	81.7	87.4	83.9	71.7	79.2
9	81.2	82.7	75.6	77.5	77.4
10	88.9	80.6	72.7	71.1	78.1
11	85.9	81.4	77.9	75.2	78.1
12	87.3	87.1	82.3	82.5	82.7
Total	85.3	83.2	77.3	75.7	78.9

Comments: The project has undertaken during the past four years to reduce the absentee rate. The methods used involved in-service training, individualizing instruction, conducting

reward activities for students who exhibited good attendance, operating reading and math labs, home visits by a social worker, closer counselor contact with students, rap sessions through the "Shop", jobs for students, etc. The question arises as to "Why has the absentee rate not been greatly cut?" Could we be attacking absences in the wrong way? Could we be attacking it with proper process but ineffectively? In looking at teachers who have better class attendance than other teachers, two things are evident. First, something is happening in the classroom. Students are not doing busy-work rather, they are doing new and interesting things. Second, teachers are concerned that the student attend. The teacher will talk to the student as well as the parent about attendance. Not in a negative way but in a counseling or cooperative way. Instead of saying, "If you don't get to class you're going to fail." They may say, "You know that lately your attendance to class has fallen off, what do you think could be done to improve this." The important element in class attendance is the teacher. The teacher sets the mood and atmosphere. The teacher should have all the support systems necessary to effectively function.

IA3 During the five years of Project Emerge's operation at Roosevelt High School the semester expulsion rate will decline 30% when compared with the 1968-69 base year. Baseline data will be that recorded by the Department of Pupil Personnel. A semester expulsion is one approved by Pupil Personnel for the remainder of a semester.

Findings: Since Project Emerge was insitituted in 1969 the semester expulsion rate has dropped 80.2%. That is from 96 semester expulsions in 1969-70 to 19 during the 1972-73 school year. If this number can be held during the final year of the project the objective will be reached.

Data Presentation:

Number of Semester Expulsions by Year and Semester

Year	First Semester	Second Semester	Year Total
1969-70	16	80	96
1970-71	43	69	112
1971-72	4	31	35
1972-73	4	15	19

Comments: The last two years have seen tremendous decreases in the number of semester expulsions. The reasons for this are two changes in board policy. One policy change which occurred last year was concerned with school age girls pregnancies. The change allowed girls to continue school enrollment until their physician felt attendance would be dangerous to the health of the mother or expectant child.

This year another change was installed. A student had to be given the opportunity to make-up missed school work. The Pupil Personnel Department therefore did not expell as many students because of truancy. These two changes went a long way toward reducing semester expulsions. Another factor in the reduced semester expulsions has been the efforts of the school administration in connection with counseling services. Because of the time of the institution of the "Shop", the drop in suspensions and the drop in semester expulsions concur it is felt that the "Shop" efforts have had an effect.

IB4 All management functions as defined in the Management Manual will be fully implemented with ongoing montoring and development among the total staff as shown by 90% occurrence of all required staff meetings and reports, as per the Management Manual. Such occurrence should be demonstrated by Project records, minutes of meetings, and copies of reports submitted.

Findings: This objective was not achieved. This year thirty monthly Coordinators' Reports should have been submitted --eight were submitted. Monthly total staff meetings were to take place, however, three total staff meetings were assembled. Monthly and quarterly financial reports were submitted as required by the Management Manual. Coordinators meetings took place on Friday mornings but no records or minutes were kept.

Comments: The reporting system, as in the past, depended too much on verbal communication. When there is a turnover in personnel year after year these verbal communications are lost when the people leave. The project is now entering the phase out year and records of management's actions over these years has been lost.

IC5 The dropout rate at Roosevelt High School will be reduced 15% from the 1971-72 rate. Baseline data shall be that recorded by the Division of Research of the Dayton Board of Education and based on the school year enrollment for the first full week of October.

Findings: The objective was not met. There was a reduction this year of 0.1% overall. There was a reduction of 14 students, using raw data, but the enrollment also decreased this year. The dropout rate for juniors and seniors decreased, with freshmen, sophomores, and special education increasing. The largest number of dropouts occurred during the third quarter. This is consistant with alleviating the chronic absentee after the first semester.

IC6 The average daily absenteeism of all students at Roosevelt High School will decrease six percent when compared with the 1971-72 school year cumulative percent of daily attendance. All baseline data shall be that computed by the Division of Research, Dayton Board of Education.

Findings: This is the first year since the 1968-69 school year that there has been an increase in the attendance rate. The absentee rate during 1971-72 was 24.3% (a 6% reduction in this figure equals approximate 1.5%). The absentee rate this year was 21.1% for a reduction of 3.2%. The highest absentee rate was among freshmen and the lowest was among seniors. However, the objective was met.

Data Presentation:

1971-73 Attendance Rates by Grade

	S.E.	9	10	11	12	Total
1971-72	71.4	77.5	71.1	75.2	82.5	75.7
1972-73	79.2	77.4	78.1	78.1	82.7	78.9
	+7.5	-0.1	+7.0	+2.9	+0.2	+3.2

Comments: Much effort this year was expended on the attendance situation by both the Project and school administration staffs. It is evident that a broader thrust is necessary. This thrust should be pronged. First, teachers must insure that students are not turned off in their class. Second, a better system of monitoring student class attendance needs to be established.

IC7 The semester expulsion rate will decline six percent when compared with the 1971-72 base year. Baseline data will be that recorded by the Department of Pupil Personnel. A semester expulsion is one approved by the Department of Pupil Personnel for the remainder of a semester.

Findings: During the 1972-73 school year there were 19 semester expulsions. This is a reduction of 45.7% over the 1971-72 figure of 35 semester expulsions. It is clear that the objective was met again this year. This is even more impressive when it is realized that the number of semester expulsions for the Dayton School System increased this year.

Data Presentation:

Semester Expulsions by Semester: 1971-73

	1971-72	1972-73
First Semester	4	4
Second Semester	31	15
Totals	35	19

Comments: The major reason for this reduction is the deemphasis of truancy by the Department of Pupil Personnel. The deemphasis is in part due to the court feelings that truancy alone is not reason enough to detain a child. In the past schools have cleaned out their school of students who have attendance problems at the end of the

first semester--not so this year. Another factor involved in the reduced semester expulsion rate is the assignment of Visiting Teachers to a more compact area. These are the biggest reasons for the drop in expulsions this year.

IC8 DROPPED

IC9 Project Emerge core students will be absent 10 days or less during each semester of the 1972-73 school year. Absentee data shall be that recorded on cumulative record cards kept in the attendance office of Roosevelt High School and MacFarlane Middle School.

Findings: It must be reported that the objective was not met. During the first semester of the 1972-73 school year 66.0% (68 of 103) of the core students met the objective (10 or less absence). This figure fell drastically during the second semester -- 29.2% or 26 of 89 students. The end of the year saw 37 of 89 or 41.6% of the core students miss 20 days or less of school. The reason for the discrepancy of fourteen students between the first and second semester is mainly due to transfers to other schools.

The change in average absences for core students between the first and second semester was also quite large. The first semester the students missed an average of 11.4 days. The second semester this increased to 25.7 days. The year end average was 37 days absent.

Even though the students who participated in the work program phase of Project Emerge are not included in the scope of this objective, data on these students are included. A comparison of these students with the core students is very precarious because of the age and grade level differences between these students. The data on these students was collected at year's end only. It was found that the students who have worked during the school year

averaged 19.6 days absent.

Data Presentation:

Students Missing Ten Days or Less by Semester

	First Semester			Second Semester			Total Year		
	M	F	T	M	F	T	M	F	T
Number of Core Students with data	59	44	103	48	41	89	48	41	89
Number of Core Students meeting Objective	40	28	68	13	13	26	20	17	37
Percent of Core Students meeting Objective	67.8	63.6	66.0	27.1	31.7	29.2	41.7	41.5	41.6
Number of Work Students with data							58	90	148
Number of Work Students meeting Objective							42	52	94
Percent of Work Students meeting Objective							72.4	57.8	63.5

Number of Days Missed by Core Students

Number of Days Missed	First Semester			Second Semester		
	M	F	T	M	F	T
0 - 10	40	28	68	13	13	26
11 - 20	7	9	16	11	11	22
21 - 30	6	3	9	8	6	14
31 - above	6	4	10	16	11	27
Totals	59	44	103	48	41	89

Average Absences of Core and Work Students

	First Semester			Second Semester			Total Year		
	M	F	T	M	F	T	M	F	T
Core Students	11.4	11.3	11.4	28.1	22.9	25.7	40.4	33.0	37.0
Work Students							16.1	21.9	19.6

Comments: Students who are absent a high number of times have a lesser chance of recieving passing marks. If this project wants to instill a sense of success in the students by increasing the number of passing marks we must lessen the number of days absences.

IC10 Eighty percent (80%) of the Project Emerge students will show an improved attitude toward school and their learning experience as measured by the consultant developed Student Attitude Survey to the .05 level of significance.

Findings: The Student Attitude Survey was developed by a consulant during the 1971-72 school year. This activity culmunated in the survey being administered and analyzed by the consultant this year. There were two administrations, October 26, 1972 and May 3, 1973. A chi square test was used in analyzing the pre-post survey data. The survey was divided into three areas for analysis; educational ability (Items 1-4), educational motivation tendencies (Items 5 and 11), value of education (Items 6-10 and 12-15). Through his analysis the consultant made the following conclusion: "Efforts made to increase the proportion of Project Emerge students who hold positive attitudes about themselves and education as measured by the student attitude survey during the period of October 26, 1972 to May 3, 1973 were unsuccessful."

STUDENT SURVEY

GRADE: _____ SEX: Male 34 Female _____ DATE: October 26, 1972

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	# 13	15	4	0
		% 40.6	46.8	12.5	0
2.	I could do better school work if I had more help.	# 6	21	3	2
		% 18.7	65.6	9.3	6.2
3.	I am a good student.	# 11	17	5	0
		% 33.3	51.5	15.1	0
4.	I help my class a lot.	# 5	8	18	1
		% 15.6	25.0	56.2	3.1
5.	A tough lesson in school makes me work harder.	# 4	19	7	2
		% 12.5	59.3	21.8	6.2
6.	Education helps a person to become a good citizen.	# 19	8	5	1
		% 57.5	24.2	15.1	3.0
7.	I think time spent studying is wasted.	# 2	5	17	8
		% 6.2	15.6	53.1	25.0
8.	A person can learn more by working four years than by going to high school.	# 3	6	16	7
		% 9.3	18.7	50.0	21.8
9.	I see no value in education.	# 1	4	14	13
		% 3.1	12.5	43.7	40.6
10.	I think education helps us to make the best possible use of our lives.	# 19	11	2	1
		% 57.5	33.3	6.0	3.0
11.	I would not do much work if I did not have to pass tests.	# 5	8	15	5
		% 15.1	24.2	45.4	15.1
12.	I think my education will be of use to me after I leave school.	# 15	10	7	0
		% 46.8	31.2	21.8	0
13.	School does not help people very much in everyday life.	# 3	13	12	5
		% 9.0	39.3	36.3	15.1
14.	A high school education is worth all the time and effort it takes.	# 13	15	4	1
		% 39.3	45.4	12.1	3.0
15.	A person is dumb to keep going to school if he can get a job.	# 3	5	15	10
		% 9.0	15.1	45.4	30.3

STUDENT SURVEY

GRADE: _____ SEX: Male _____ Female 31 DATE: October 26, 1972

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

			Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	#	15	15	1	0
		%	48.3	48.3	3.2	0
2.	I could do better school work if I had more help.	#	8	18	4	1
		%	25.8	58.0	12.9	3.2
3.	I am a good student.	#	6	19	8	0
		%	19.3	61.2	19.3	0
4.	I help my class a lot.	#	2	9	19	0
		%	6.6	30.0	63.3	0
5.	A tough lesson in school makes me work harder.	#	8	15	5	1
		%	27.5	51.7	17.2	3.4
6.	Education helps a person to become a good citizen.	#	9	16	4	1
		%	30.0	53.3	13.2	3.2
7.	I think time spent studying is wasted.	#	0	5	20	6
		%	0	16.1	64.5	19.3
8.	A person can learn more by working four years than by going to high school.	#	2	5	18	6
		%	6.4	16.1	58.0	19.3
9.	I see no value in education.	#	0	4	20	7
		%	0	12.9	64.5	22.5
10.	I think education helps us to make the best possible use of our lives.	#	15	12	4	0
		%	48.3	38.7	12.9	0
11.	I would not do much work if I did not have to pass tests.	#	2	6	19	3
		%	6.6	20.0	63.3	10.0
12.	I think my education will be of use to me after I leave school.	#	9	10	11	1
		%	29.0	32.2	35.4	3.2
13.	School does not help people very much in everyday life.	#	2	6	17	5
		%	6.6	20.0	56.6	16.6
14.	A high school education is worth all the time and effort it takes.	#	8	15	6	0
		%	27.5	51.7	20.6	0
15.	A person is dumb to keep going to school if he can get a job.	#	1	4	14	11
		%	3.3	13.3	46.6	36.6

STUDENT SURVEY

TOTAL: 65

GRADE: 9 SEX: Male 34 Female 31 DATE: October 26, 1972

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

			Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	#	28	30	5	0
		%	44.4	47.6	7.9	0
2.	I could do better school work if I had more help.	#	14	39	7	3
		%	22.2	61.9	11.1	4.7
3.	I am a good student.	#	17	36	11	0
		%	26.5	56.2	17.1	0
4.	I help my class a lot.	#	7	17	37	1
		%	11.2	27.4	59.6	1.6
5.	A tough lesson in school makes me work harder.	#	12	34	12	3
		%	19.6	55.7	19.6	4.9
6.	Education helps a person to become a good citizen.	#	28	24	9	2
		%	44.4	38.0	14.2	3.1
7.	I think time spent studying is wasted.	#	2	10	37	14
		%	3.1	15.8	58.7	22.2
8.	A person can learn more by working four years than by going to high school.	#	5	11	34	13
		%	7.9	17.4	53.9	20.6
9.	I see no value in education.	#	1	8	34	20
		%	1.5	1.26	53.9	31.7
10.	I think education helps us to make the best possible use of our lives.	#	34	23	6	1
		%	53.1	35.9	9.3	1.5
11.	I would not do much work if I did not have to pass tests.	#	7	14	34	8
		%	11.1	22.2	53.9	12.6
12.	I think my education will be of use to me after I leave school.	#	24	20	18	1
		%	38.0	31.7	28.5	1.5
13.	School does not help people very much in everyday life.	#	5	19	29	10
		%	7.9	30.1	46.0	15.8
14.	A high school education is worth all the time and effort it takes.	#	21	30	10	1
		%	33.8	48.3	16.1	1.6
15.	A person is dumb to keep going to school if he can get a job.	#	4	9	29	21
		%	6.3	14.2	46.0	33.3

STUDENT SURVEY

GRADE: _____ SEX: Male 24 Female _____ DATE: May, 1973

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

			Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	#	5	16	3	0
		%	20.8	66.6	12.5	0
2.	I could do better school work if I had more help.	#	7	10	6	1
		%	29.2	41.7	25.0	4.2
3.	I am a good student.	#	6	12	2	3
		%	26.1	52.2	8.7	13.0
4.	I help my class a lot.	#	1	6	15	2
		%	4.2	25.0	62.5	8.3
5.	A tough lesson in schoo kes me work harder.	#	4	10	5	3
		%	18.1	41.7	22.7	13.6
6.	Education helps a person to become a good citizen.	#	8	9	4	3
		%	33.3	37.5	16.7	12.5
7.	I think time spent studying is wasted.	#	1	2	13	7
		%	4.3	8.7	56.5	30.4
8.	A person can learn more by working four years than by going to high school.	#	2	5	11	6
		%	8.3	20.8	45.8	25.0
9.	I see no value in education.	#	2	3	9	10
		%	8.3	12.5	37.5	41.7
10.	I think education helps us to make the best possible use of our lives.	#	7	12	5	0
		%	29.2	50.0	20.8	0
11.	I would not do much work if I did not have to pass tests.	#	0	6	15	2
		%	0	26.1	65.2	8.7
12.	I think my education will be of use to me after I leave school.	#	11	9	2	2
		%	45.8	37.5	8.3	8.3
13.	School does not help people very much in everyday life.	#	5	9	6	4
		%	20.8	37.5	25.0	16.7
14.	A high school education is worth all the time and effort it takes.	#	10	10	2	1
		%	43.5	43.5	8.7	4.3
15.	A person is dumb to keep going to school if he can get a job.	#	2	2	12	2
		%	11.1	11.1	66.6	11.1

STUDENT SURVEY

GRADE: _____ SEX: Male _____ Female 23 DATE: May, 1973

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	# 14	7	1	0
		% 63.6	31.8	4.5	0
2.	I could do better school work if I had more help.	# 4	14	4	0
		% 18.2	63.6	18.2	0
3.	I am a good student.	# 2	17	2	0
		% 9.5	81.0	9.5	0
4.	I help my class a lot.	# 0	9	11	0
		% 0	45.0	55.0	0
5.	A tough lesson in school makes me work harder.	# 4	14	5	0
		% 17.4	60.9	21.7	0
6.	Education helps a person to become a good citizen.	# 10	10	1	0
		% 47.6	47.6	4.8	0
7.	I think time spent studying is wasted.	# 1	2	10	10
		% 4.3	8.7	43.5	43.5
8.	A person can learn more by working four years than by going to high school.	# 2	3	12	5
		% 9.1	13.0	54.5	22.7
9.	I see no value in education.	# 1	2	9	9
		% 4.8	9.5	42.9	42.9
10.	I think education helps us to make the best possible use of our lives.	# 12	11	0	0
		% 52.2	41.8	0	0
11.	I would not do much work if I did not have to pass tests.	# 5	7	8	2
		% 22.7	31.8	36.4	8.1
12.	I think my education will be of use to me after I leave school.	# 9	8	5	1
		% 39.1	34.8	21.7	4.3
13.	School does not help people very much in everyday life.	# 2	4	13	4
		% 8.7	17.4	56.5	11.4
14.	A high school education is worth all the time and effort it takes.	# 8	10	0	2
		% 40.0	50.0	0	10.0
15.	A person is dumb to keep going to school if he can get a job.	# 0	1	8	13
		% 0	4.5	36.4	54.1

STUDENT SURVEY

TOTAL: 47

GRADE: _____ SEX: Male 24 Female 23 DATE: May, 1973

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	# 19	23	4	0
		% 41.3	50.0	8.7	0
2.	I could do better school work if I had more help.	# 11	24	10	1
		% 23.9	52.2	21.7	2.2
3.	I am a good student.	# 8	29	4	3
		% 18.2	65.9	9.1	6.8
4.	I help my class a lot.	# 1	15	26	2
		% 2.3	34.1	59.1	4.5
5.	A tough lesson in school makes me work harder.	# 8	24	10	3
		% 17.8	53.3	22.2	6.7
6.	Education helps a person to become a good citizen.	# 18	19	5	3
		% 40.0	42.2	11.1	6.7
7.	I think time spent studying is wasted.	# 2	4	23	17
		% 4.3	8.0	50.0	37.0
8.	A person can learn more by working four years than by going to high school.	# 4	8	23	11
		% 8.7	17.4	50.0	23.9
9.	I see no value in education.	# 3	5	18	19
		% 6.7	11.1	40.0	42.2
10.	I think education helps us to make the best possible use of our lives.	# 19	23	5	0
		% 40.4	48.9	10.6	0
11.	I would not do much work if I did not have to pass tests.	# 5	13	23	4
		% 11.1	28.9	51.1	8.9
12.	I think my education will be of use to me after I leave school.	# 20	17	7	3
		% 85.1	36.2	14.9	6.4
13.	School does not help people very much in everyday life.	# 7	13	19	8
		% 14.9	27.7	40.4	17.0
14.	A high school education is worth all the time and effort it takes.	# 18	20	2	3
		% 41.9	46.5	46.5	7.0
15.	A person is dumb to keep going to school if he can get a job.	# 2	3	20	15
		% 5.0	7.5	50.0	37.5

TABLE 7

Summary of Chi Square Test of Independence Between Student Attitude Toward Their Educational Ability (Items 1-4) by Year

		Student Attitude Toward Their Educational Ability		
		Positive	Negative	Total
Year	1972	188 (75%)	64 (25%)	252
Year	1973	137 (76%)	44 (24%)	181

$X^2_1 = .066$

TABLE 8

Summary of Chi Square Test of Independence Between Student Attitude Toward Their Educational Motivation Tendencies (Items 5 & 11) by Year

		Student Attitude Toward Their Educational Motivation Tendencies		
		Positive	Negative	Total
Year	1972	88 (71%)	36 (29%)	124
Year	1973	59 (66%)	31 (34%)	90

$$x^2_1 = .709$$

TABLE 9

Summary of Chi Square Test of Independence Between Student Attitude Toward the Value of Education (Items 6, 10, 12; 14) by Year

		Student Attitude Toward Their Educational Situation		
		Positive	Negative	Total
Year	1972	147 (78%)	41 (22%)	188
Year	1973	112 (84%)	22 (16%)	134

$X_1^2 = 1.43$

TABLE 10

Summary of Chi Square Test of Independence Between Student Attitude Toward Their Educational Situation (Items 1-15) by Year

Student Attitude Toward Their Educational Situation by Year

		Positive	Negative	Total
Year	1972	721 (76%)	222 (24%)	943
Year	1973	517 (76%)	166 (24%)	683

$X_1^2 = .120$

TABLE 11

Summary of Chi Square Test of Independence Between Positive Student Attitude Toward Their Educational Situation (Items 1-15) by Year and Sex

		Sex		
		Male	Female	Total
Year	1972	366 (51%)	355 (49%)	721
Year	1973	253 (49%)	264 (51%)	517

$X_1^2 = .336$

Comments: Long standing attitudes are difficult to change. The effort put forth by the project does not appear to be adequate to accomplish the tasks. Indeed, if the project is sincere in its committment to change attitudes a much more concerted effort will have to be put forth in the future.

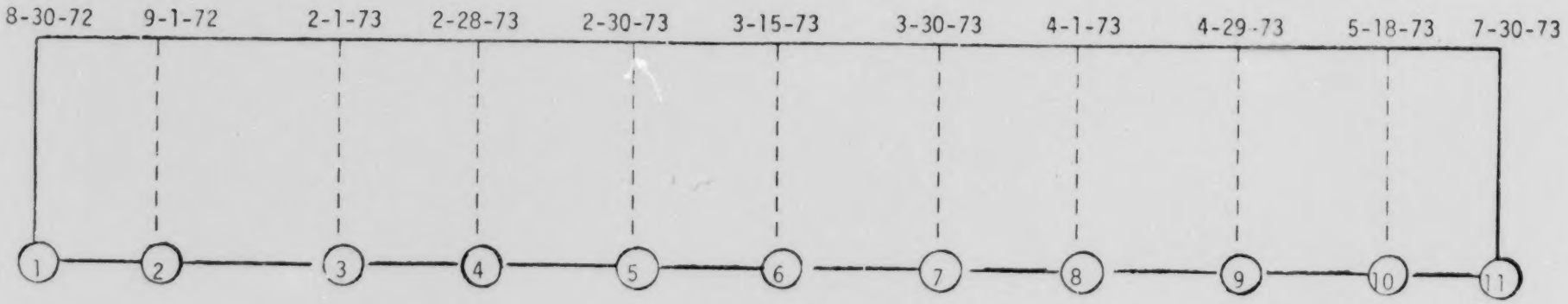
ID11 All component coordinators will meet deadlines specified on the time sequence charts. Meeting of the deadlines will be contained within the monthly reports of each component. The reasons for any variances will be given in writing to the director.

Findings: The Administrative Component met or exceeded the time sequence chart requirements in all but one area. All staff was not hired by September 1, 1972. Three positions remained unfilled at that time; nurse, research assistant and one clerk-typist.

The Instructional Component has not had a time sequence chart since the beginning of the year. Therefore, it could not be evaluated whether or not activities were executed as scheduled.

The Services to Students/Cooperative Education Component did not adhere to their time line for various reasons. Following are the reasons for non-compliance, the numbers refer to the time line: (1) Additional students past the August 31 date made this possible, (3) The schedules were not completed because of student additions, (4) The counselor was involved in changing schedules, (5) The first meeting took place in October and (7) The nurse was not secured until lat October. The incentive activities occurred, however, the dates did not necessarily adhere to the time line.

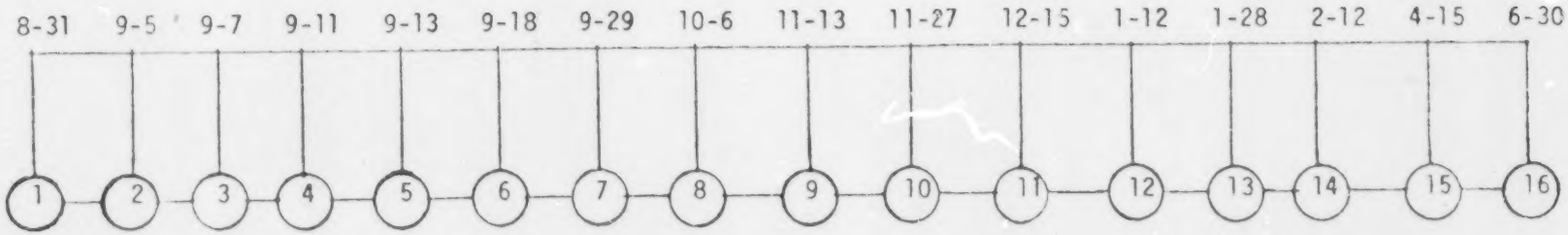
Since there was a limited number of monthly reports the progress of activities on the time sequence chart was not accomplished. There has also been no evidence of written reasons for variance to the director.



1. 75% of materials and supplies ordered.
2. All staff hired.
3. Begin annual needs assessment as per management manual.
4. Needs assessment completed.
5. Interim evaluation report completed.
6. Rough draft of 1972-73 budget submitted at Coordinators meeting.
7. Audit critique of interim evaluation due.
8. Coordinators prepare draft of component continuation plan following Office of Education manual and meet with Director.
9. Continuation application completed.
10. Plans for summer programs completed.
11. Final evaluation completed.

b. TIME SEQUENCE CHART

ADMINISTRATIVE COMPONENT



1. All priority students' folders made.
2. a. All students identified by criteria and scheduled, and all equipment and materials received for A.P.T.
   b. Station manager identified and retained for technical assistance contract.
   c. To A.P.T., instruction begins.
   d. Early childhood center opens.
3. Priority students' list and schedules completed.
4. Begin group guidance sessions.
5. First team meeting.
6. Work experience placement begins.
7. All priority students (Roosevelt and MacFarlane) screened by the nurse.
8. Failure report forms sent to teachers of the priority students by the counselor.
9. Students in Emerge programs (A.P.T.) placed on part-time jobs, if funds are available to pay student salaries.
10. Incentive reward activity for successful component students is completed.
11. Seventy-five students homes visited by the social worker.
12. All priority students' schedules for second semester changed.
13. Incentive reward activity completed.
14. Incentive reward activity completed.
15. Incentive reward activity completed.
16. Incentive reward activity completed.

TIME SEQUENCE CHART

SERVICE TO STUDENTS COMPONENT

Comments: The project should take a look at the time lines and and put some thought into them. Many times administrative task such as this are not given the necessary attention. The time line if developed properly can serve as a tool for the administrator in directing their actions for the year. Thus, duplications of efforts decreased and time saved.

The project should pay more attention to this aspect in the final year. There will be much work to do in closing out. If the tasks are planned out before hand the final year would go a lot smoother.

ID12 The project director, in concert with selected support personnel, will involve administrative personnel and staff of participating schools and the Emerge Advisory Council by including them in needs assessment and planning activities six times annually, recording needs and plans on an annual needs assessment form.

Findings: There are no annual needs assessment forms, therefore, the recording of the proceedings of the meetings which took place are lacking. However, meetings did occur. There were bi-weekly meetings with the Roosevelt administrative staff. During February these meetings escalated because the continuation application was being written. The director and selected staff met with the administrative staff of MacFarlane. Advisory Council meetings were held monthly which served to obtain ideas and inform the council of what was taking place in the project.

IE13 Members of the Advisory Council will assist in development of program activities, objectives and make at least two recommendations as shown by the minutes of the Advisory Council meetings.

Findings: The Advisory Council met nine times during the 1972-73 school year. Eleven strong suggestions were made about the program and related activities. The following are some of these suggestions:

- o form a class to inform students about birth control
- o there should be in-service for parents of the neighborhood
- o have a special meeting for all working students and their parents explaining job objectives
- o have a special day set up for Project Emerge Day
- o the council should write letters to our Congressman for a return of the $82,000 cut from the budget
- o some council participants should visit other projects.

The other recommendations were related to the above.

Two of the above did not take place. The Congressman was not written. The visit to another project did not materialize. The reason being Board procedures. The Council members would have to pay for the trip and be reimbursed by the Board of Education, upon approval of the trip. Members of the council are, for the most part, in the low income range. They can not afford to make a large outlay of money for a trip and wait to be reimbursed at a later date.

The other recommendations took place or were answered to the council's satisfaction. The class on birth control is integrated into the health course which all students are required to take. This subject will also be talked about during Freshman Orientation. Parents participated in in-service meetings that were held by the Board of Education, Roosevelt High School and Project Emerge. A meeting was conducted with all working students and their parents. Those who could not attend had individual meetings set up with the work counselors. Project Emerge provided transportation for a picnic for students and parents who had participated in the project this year.

IF14 The Advisory Counc.. will receive information concerning the budget, operations, and planning from the project director at least six times annually as demonstrated by minutes of council meetings.

Findings: The Advisory Council met nine times during the 1972-73 school year. Eight times in regular sessions and once in a special meeting. The meetings were scheduled for the first Tuesday of each month and the first meeting took place in October.

Comments: The reason the committee was so active this year was because of the co-chairman and a staff member was assigned the duty of communicating with the council.

IG15 The number of class cuts at Roosevelt High School will be reduced 10% during the 1972-73 school year. Baseline data will be the number of class cuts for 1971-72 as computed by the Assistant Principal at Roosevelt.

Findings: The number of class cuts has been estimated by picking one representative week out of each quarter. The number of cuts for this week is multiplied by the number of weeks in the quarter - nine. During the first semester of the 1971-72 school year the number of class cuts was 5,872 for all of last year there were 10,914 class cuts reported. This year the number of class cuts during the first semester was 25,830. This is an increase of 439%. Needless to say the objective was not attained.

Comments: This is appauling information. A better reporting procedure was implemented this year. There are more teachers reporting more accurately their class cuts. This system is being reviewed for improvements. Not only are cuts being reported more accurate but also there now exist a Task Force for Success with the directive to develop strategies for reducing the absence and class cut rate. The main ideas of the task force have centered around incentives, positive reinforcement, and a better reporting system. They have yet to attack the problem of what is happening in the classroom. This is an important aspect. This year the attendance rate went up and so did class cuts. This indicates that students are becoming more selective in what they attend. The problem must be attacked.

IG16 During the 1972-73 school year there will be a five percent increase in the number of participants in club activities at Roosevelt High School. Baseline data and this year's data will be that reported by the Club Advisors.

Findings: There are thirty-four clubs which operated during the 1971-72 and/or 1972-73 school years. However, only eight clubs had information concerning memberships available for both years. These limited figures indicate a 16% (223 to 258) increase in membership.

1971-73 ORGANIZATION PARTICIPATION FIGURES

ORGANIZATION	SPONSOR	NO. PARTICIPANTS
BOE Steno II	Mrs. B. F. Adams	21
Junior Class ('74)	Miss Ferris, Mr. Mayes Mrs. Scott	350 (10 active).
Teddettes	Mrs. Holly, Mrs. B. Clay	28
Freshman Class	Mr. Dahm, Mr. Broadnax, Miss Moyer	525
Spanish Club	Miss Ferraro	16
French Club	Mrs. Depp	15
J.C.O.W.A.	Miss Ferraro, Miss P. Allen	44
Majorettes	Mrs. Holley	29
Math Club	Mr. Melvyn Taylor	68
HERO (11th)	Miss Janice Palmer	11
Y-Teens	Mrs. Triola	15
BOE Clerical II	Mrs. D. Stevenson	10
Laurus	Miss Lynn	7
O.W.E.	Mr. Glover, Mr. Stapleton	40
Library Club	Mrs. S. Clay	15
Astrology Club	Mrs. Sinck	6
Pep Club	Miss Predmore	35
Science Club	Mrs. Rudzinski	5
Art Service Club	Mrs. Frueauff	6
Para Medical Club	Mrs. Nickerson	(not active)
Knitting and Crocketing Club	Miss O'Malley	10
Band	Mr. Sutton	50 (71-72) 55 (72-73)
Choir	Mr. Spencer	70 (71-72) 62 (72-73)
Varsity R	Mr. M. Jackson	61 (71-72)
Student Court	Mr. Hunter	9 (71-72) 9 (72-73)
Black Awareness Council	Mr. Page	
Ursa	Mrs. L. Paige	18 (71-72) 16 (72-73)
Cheerleaders	Mrs. L. Adams	18 (71-72) 16 (72-73)

ORGANIZATION (*continued*)	SPONSOR	NO. PARTICIPANTS
Roosevelt Times Staff	Mrs. Harper	15 (71-72) 15 (72-73)
Year Book	Mrs. Harper	15 (71-72) (72-73)
Chess Club	Mr. Van Deryt	Not active
Freshman Girls Drill Team	Mrs. Revere, Mrs. Issac	N.A. (71-72) 52 (72-73)
Sophomore Class	Mrs. Quincy Hillman	5 (71-72) 40 (72-73)
Senior Class	Mrs. Adams, Mr. Jackson	

IG17 The Student Involvement Committee and appropriate Project staff will develop criteria for participation in the student incentive system (end-of-year field trip) as shown by minutes of their meetings.

Findings: The committee met and developed criteria and rules for the end-of-year-incentive-trip. The results of the meeting follows:

RULES FOR GOING ON EMERGE TRIPS

1. Attend school regularly (that is at least 90%) of the grading period unless you are very ill and can't make it. If you are out ill, notify your counselor or Project Emerge. Bring a doctor's statement if you are treated by one.

2. Do your best work in all classes.

3. No cuts and not more than 3 tardies to school.

4. Signature of at least three of your teachers saying that you are in good standing in their class.

5. Must have respect for himself, his classmates, teachers, and administrators.

6. Not involved in a fight or brawl.

7. No stealing.

8. Respect for all school property.

I _____ have read the above rules submitted by
Name of Student
Rules Committee and agreed to abide by them or I will not be able to go on any of the Incentive Trips planned by Project Emerge.

Effective: January 3, 1973

Margaret Bloodsaw, Chairman
Georgianna Searight
John Lee
Howard Cook
Brenda Wilson

IG18 The Student Involvement Committee will meet the Advisory Council to communicate students' viewpoints regarding the Emerge programs, needs, and recommendations as shown by minutes of the Advisory Council.

Success Criteria:

The student viewpoints will be communicated to the Advisory Council.

Findings: The Student Involvement Committee did not meet with the Advisory Council. Therefore, the committee could not have directly communicated student viewpoints. There were, however, students present at all Advisory Council meetings. These students did, from time to time, voice their ideas and opinions on topics being discussed. The objective was met.

IG19 The Student Involvement Committee will recommend possible activities and programs for the Student Lounge to the activities coordinator as shown by minutes of the meeting.

Findings: This did not occur and the activities and programs for students followed last year's path. The reason for non-occurrance was that this was a low priority item. Hence, attention or effort were not excerted to make it occur.

IG20 The students hired to work in the Student Lounge will carry out proper restaurant and management procedures as measured by a satisfactory rating from the Student Activities Coordinator.

Findings: Four students worked in the Student Lounge. All performed their duties satisfactory as reported by their supervisor. The lounge operated much smoother than last year because of the efforts of the personnel working there. The objective was met.

Comments: The only problem this year was the breakdown of the cash register. Due to the cost of repair the register was not fixed.

IG21 The profits, if any, from the Student Lounge will be used to help and/or establish clubs and extra-curricular activities at Roosevelt High School.

Findings: The Student Lounge did make a profit this year. The profits were used for an honors assembly, atheletic banquet and other similar activities. Money was also used to pay for the lunches of students who assisted in producing the student I.D. Card. There were also times when students without money would be given food by the lounge personnel.

INSTRUCTIONAL OBJECTIVES

Objective:

IIA1 Sixty per cent (60%) of the core students in the reading and math classes for at least one quarter will show an increase in basic skills related to these areas as demonstrated by a proportional measure of 1.2 grade level per one school year on the Nelson Silent Reading Test, and the Stanford Diagnostic Arithmetic Test. Such tests will be administered by the teacher under the supervision of the Evaluator and duplicate records will be kept by the teachers and the Evaluator.

Findings: The MacFarlane Middle School/Project Emerge Reading Lab served 80 students. However, 63 students took both the pre and post test. There were 57 students who increased their grade levels, three who exhibited no change, and two students showed a decrease in their grade levels. Thirty-five of the 63 students, or 56%, met the objective. The reading lab did not meet the objective of 60%. The overall average grade level increase was 1.29. Students who did not take both the pre and post-test were excluded in all data analysis.

The Project Emerge Reading Lab at Roosevelt High School served 77 students during the 1972-73 school year. There were 65 students who took both the pre and post Nelson Silent Reading Test. There were 64 students who increased their reading level and one who showed a decrease. There was an overall grade level increase of 2.12. Eighty-three

percent of the students (54 of 65) met the objective of a 1.2 grade level increase. The objective of 60% was met.

The Project Emerge Math Lab at Roosevelt High School did not fair as well as the Reading Labs. There were fifty (50) students enrolled in the lab and thirty-three (33) took both pre and post test. Thirty-one (31) students took the concept section of the test and there was an average increase of 0.38 grade levels. The average pre-test grade level was 4.84 and the average post-test was 5.22 grade level. Thirty-two students took both a pre and post on the computation section of the test. These students had an average grade level of 4.75 on the pre-test and 5.31 grade level average on the post-test for an average grade level change of 0.56. Seven students (22.5%) had a 1.2 or better grade level increase on the concept portion of the test. Six students (18.7%) had a 1.2 or better grade level increase on the computation section of the Stanford Diagnostic Arithmetic Test. The objective was not met.

An aspect of the project's reading and math labs at Roosevelt High School which was measured but not objectified was attendance. The Reading Labs had class attendance rate of 80%. The Math Lab fell below this figure with a 73% class attendance rate. Attendance rates of students who had both math and reading was further analyzed. These students attending reading 80.4% of the time and their attendance rate to math was 77.9%.

Data Presentation:

MacFarlane Middle School/Project Emerge Reading Lab

Grade Level Change	No. of Students	% of Students
1.2 or greater	35	55.6%
0.1 to 1.1	23	36.5%
-0-	3	4.7
-0.1 to 0.5	2	3.1
	63	99.9%

Grade Level Change	No. of Students	% of Students
3.0 or greater	2	3.1%
2.0 to 2.9	8	12.6
1.0 to 1.9	33	52.3
0.1 to 0.9	15	23.8
-0-	3	4.7
-0.1 to 0.5	2	3.1
	63	99.6%

Grade Level	Sex	N	Average Pre-test	Average Post-test	Average Change
6th	M	2	5.30	5.65	0.35
	F	5	4.78	6.80	2.02
	Total	7	4.93	6.47	1.54
7th	M	14	4.48	5.57	1.09
	F	16	4.73	6.09	1.36
	Total	30	4.61	5.85	1.24
8th	M	18	4.26	5.51	1.24
	F	8	3.87	5.30	1.43
	Total	26	4.14	5.45	1.31
	M	34	4.41	5.55	1.14
Total	F	29	4.50	5.98	1.48
	Total	63	4.46	5.75	1.29

Reading Level	No. of Students (Pre)	No. of Students (Post)	% of Students (Pre)	% of Students (Post)
10.0 and above		1		1.5
9.0 to 9.9		3		4.7
8.0 to 8.9	1	5	1.5	7.9
7.0 to 7.9	1	3	1.5	4.7
6.0 to 6.9	8	12	12.6	19.0
5.0 to 5.9	18	16	28.5	25.3
4.0 to 4.9	12	15	19.0	23.8
3.0 to 3.9	10	6	15.8	9.5
2.0 to 2.9	13	2	20.6	3.1
	63	63	99.5	99.5

Roosevelt High School/Project Emerge Reading Lab

Grade Level Change	No. of Students	% of Students
1.2 or greater	54	83.0%
0.1 to 1.1	10	15.3
0		
-0.1 to -1.0	1	1.5
	65	99.8

Grade Level Change	No. of Students	% of Students
5.0 or greater	1	1.5
4.0 to 4.9	3	4.6
3.0 to 3.9	9	13.8
2.0 to 2.9	25	38.4
1.0 to 1.9	18	27.6
0.1 to 0.9	8	12.0
0		
-0.1 to -1.0	1	1.5
	65	99.7

Reading Level	No. of Students Pre	No. of Students Post	% of Students Pre	% of Students Post
10.0 and above		5		7.7
9.0 to 9.9		6		9.2
8.0 to 8.9	1	15	1.5	23.1
7.0 to 7.9	5	10	7.7	15.4
6.0 to 6.9	10	9	15.4	13.8
5.0 to 5.9	17	13	26.2	20.0
4.0 to 4.9	20	5	30.8	7.7
3.0 to 3.9	8	1	12.3	1.5
2.0 to 2.9	4		6.2	
	65	65	100.1	98.4

Sex	N	Average Pre-Test	Average Post-Test	Average Change
Male	35	4.98	7.00	2.02
Female	30	5.20	7.43	2.23
Total	65	5.08	7.20	2.12

Grade Level Change	Concept		Computation	
	# of Students	% of Students	# of Students	% of Students
1.2 or greater	7	22.6	6	18.8
0.1 to 1.1	11	35.5	16	50.0
0	1	3.2	4	12.5
-0.1 or below	12	38.6	6	18.8
Total	31	99.9	32	100.1

Grade Level Change	Concept		Computation	
	# of Students	% of Students	# of Students	% of Students
2.0 or greater	4	12.9	2	6.2
1.0 to 1.9	7	22.6	6	18.8
0.1 to 0.9	7	22.6	14	43.8
0	1	3.2	4	12.5
-0.1 to -0.9	9	29.0	5	15.6
-1.0 to -1.9	2	6.5	1	3.1
-2.0 or below	1	3.2	-	-
Total	31	100.0	32	100.0

IIA2 Eighty percent of the Language Arts students in the I.G.E. instructional classes in grades nine and ten, will improve their communication skills during the 1972-73 school year as shown by successful completion of performance objectives as set forth by the teacher in consultation with the Curriculum Supervisor. Successful completion as measured by a passing grade of "C" or above.

Findings: Seven teachers and 822 were involved in the I.G.E. Language Arts program. No teacher met the objective. Forty-nine percent of the grades (1621 of 3290) given by the seven teachers were a "C" or above. During the fourth quarter the total Roosevelt staff issued 6175 grades of these 3323 grades were "C" or above or 53.8%. The seven teachers involved in this objective issued 762 grades of which 377 were "C" or above or 49.5%.

Data Presentation:

Grade Distribution of I.G.E. Language Arts Classes by Quarter

		A	B	C	D	F	I	Total	"C" or Better
1st Quarter	#	127	159	140	147	235	82	890	426
	%	14.3	17.9	15.7	16.5	26.4	9.2	100.0	47.9
2nd Quarter	#	123	162	173	151	230	1	840	458
	%	14.6	19.3	20.6	18.0	27.4	0.1	99.9	54.5
3rd Quarter	#	84	126	150	117	318	3	798	360
	%	10.5	15.8	18.8	14.7	39.8	0.4	100.0	45.1
4th Quarter	#	112	108	157	101	281	3	762	377
	%	14.7	14.2	20.6	13.3	36.9	0.4	100.1	49.5
Total	#	446	555	620	516	1064	89	3290	1621
	%	13.6	16.9	18.8	15.7	32.3	2.7	100.0	49.3

Grade Distribution of I.G.E. Language Arts Classes by Teachers

Teacher		A	B	C	D	F	I	Total Grades Issued	Grades Issued "C" or Better
1	#	29	42	79	68	144	41	403	150
	%	7.2	10.4	19.6	16.9	35.7	10.2		37.2
2	#	54	57	55	50	147	4	377	166
	%	14.3	15.1	14.6	15.9	39.0	1.1		44.0
3	#	37	92	90	63	166	15	463	219
	%	8.0	19.9	19.4	13.6	35.9	3.2		47.3
4	#	60	79	93	106	178	10	526	223
	%	11.4	15.0	17.7	20.2	33.8	1.9		44.1
5	#	21	98	98	59	136	6	418	217
	%	5.0	23.4	23.4	14.1	32.5	1.4		51.8
6	#	68	105	158	97	137	1	566	331
	%	12.0	18.6	27.9	17.1	24.2	0.2		58.5
7	#	177	82	47	63	156	12	537	306
	%	33.0	15.3	8.8	11.7	29.0	2.2		57.1
Totals	#	446	555	620	516	1064	89	3290	1621
	%	13.6	16.9	18.8	15.7	32.3	2.7		49.3

Total School

Grade Distribution of Total School - Fourth Quarter

Grades Issued	Number	Percent	
A	720	11.7	
B	1194	19.3	53.8
C	1409	22.8	
D	1030	16.7	
F	1763	28.6	
I	23	0.4	
Total	6139	99.5	

High Number of F's Due to High Absenteeism?*

GPA \ Days Absent	0 - 4	5 - 9	10 - 14	15 - 19	20 - 25	26 or more/out of 45 1/2 possible days	Total
0 -0.999	11	9	9	8	7	12	56
1.0-1.499	11	11	10	3	3		38
1.5-1.999	29	7	5	4			45
%1.99 or less	32.5%	50.0%	80.0%	93.8%	100.0%	100.0%	49.8%
2.0-2.499	35	9	3	1			48
2.5-2.999	34	6	1				41
3.0-4.0	37	12	2				51
Total	# 157 % 56.3%	# 54 % 19.4%	# 30 % 10.8%	# 16 % 5.7%	# 10 % 3.6%	# 12 % 4.3%	279

*Figures for second quarter. Based on stratified random sample of 279 students.

Comments: It was hoped that by individualizing instruction in the Language Arts area that the number of failures could be reduced. However, this has not happened and the prevailing reason given by teachers is non-attendance to class. Even though the attendance rate increased the number of class cuts also increased. This is an indication that students are becoming more selective in missing classes. A better monitoring system of class cuts should be instituted to identify problem cutters and classes. However, it was also felt that individualized instruction would be more responsive to student needs. Hence, lessen the attendance problem. This has not occurred.

IIB3 DROPPED

IIB4 Teachers will engage in cooperative planning two times per week in order to develop diversified learning activities for students, and make educational decisions about students learning program (e.g., grouping, scheduling and evaluation).

Findings: These cooperative planning sessions occurred as planned with one exception, that is when the Continuation Application was being finalized. The meeting times had to be modified often to fit the school schedule. The teacher's schedules had to be modified, in some instances, early in the year. There were teachers who were prevented from participating as extensively as they would have liked because of their schedule. In these cases the coordinator arranged individual meeting times for them.

Comments: When teachers were left on their own to do planning it did not occur as planned.

IIB5 All students in the reading labs will be placed at appropriate achievement levels in programmed materials as indicated by scores on placement tests of materials such as SRA or EDL. Student folders will contain placement scores and actual placement.

Findings: The initial placement in reading materials fell 2.2 grade levels below the pre-test scores, on the average. This narrowed down to a 0.7 differential between the final placement and the post-test score. There were no inappropriate placements in the initial phase. The objective was met.

Data Presentation:

Test and Placement Levels of Students in Reading Lab

Nelson Silent Reading Test			Nelson Silent Reading Test		
Pre-test	Initial Place	Difference	Post-test	Final Place	Difference
4.3	3.5	0.8	8.4	7.5	0.9
6.0	3.5	2.5	9.3	8.0	1.3
2.8	2.0	0.8	4.2	4.0	0.2
5.4	3.5	1.9	7.6	6.5	1.1
4.9	3.5	1.4	5.4	6.0	-0.6
4.4	2.0	2.4	5.1	4.5	0.6
2.4	2.0	0.4	8.0	5.5	2.5
4.8	3.5	1.3	8.3	7.0	1.3
5.6	3.5	2.1	6.2	6.0	0.2
3.8	2.0	1.8	6.2	5.5	0.7
8.0	3.5	4.5	10.4	7.5	2.9
6.2	3.5	2.7	10.4	8.5	1.9
5.8	2.0	3.8	8.1	5.5	2.6
3.1	2.0	1.1	4.4	4.5	-0.1
6.7	3.5	3.2	9.2	8.5	0.7
6.0	3.5	2.5	9.2	8.5	0.7
7.5	3.5	4.0	8.7	8.5	0.2
4.8	3.5	1.3	6.0	6.5	-0.5
6.1	3.5	2.6	7.5	8.5	-1.0
3.7	2.0	1.7	7.3	5.5	1.8
5.9	3.5	2.4	8.4	7.5	0.9
4.8	2.0	2.8	5.7	5.5	0.2
5.2	3.5	1.7	8.1	8.5	-0.4
5.2	3.5	1.7	7.6	7.5	0.1
5.4	2.0	3.4	7.6	6.5	1.1
3.2	2.0	1.2	5.2	5.5	-0.3
3.5	2.0	1.5	3.8	3.5	0.3
7.0	4.5	2.5	10.0	8.5	1.5
4.3	2.0	2.3	5.1	4.5	0.6
2.7	2.0	0.7	4.7	4.5	0.2

Nelson Silent Reading Test/Placement Level data continued

Pre-test	Initial Place	Difference	Post-test	Final Placement	Difference
4.9	3.5	1.4	6.9	6.5	0.4
4.7	3.5	1.2	5.4	6.5	-1.1
4.9	3.5	1.4	7.8	7.5	0.3
4.3	2.0	2.3	8.5	7.5	1.0
4.9	2.0	2.9	8.1	6.5	1.6
7.6	3.5	4.1	10.3	6.5	3.8
4.4	2.0	2.4	5.7	4.5	1.2
7.5	3.5	4.0	9.2	8.5	0.7
2.7	2.0	0.7	5.3	5.0	0.3
5.6	2.0	3.6	7.6	6.5	1.1
3.5	2.0	1.5	5.1	3.5	1.6
6.8	3.5	3.3	9.3	8.5	0.8
7.0	3.5	3.5	8.9	8.5	0.4
4.2	2.0	2.2	5.2	5.0	0.2
6.5	3.5	3.0	9.0	8.0	1.0
5.3	3.5	1.8	7.8	8.0	-0.2
4.2	2.0	2.2	5.9	3.5	2.4
4.4	3.5	0.9	6.3	7.0	-0.7
5.3	2.0	3.3	6.9	5.0	1.9
5.3	3.5	118	7.6	6.5	1.1
5.2	2.0	3.2	6.2	4.0	2.2
5.2	2.0	3.2	4.5	4.0	0.5
3.1	2.0	1.1	4.7	4.0	0.7
4.6	3.5	1.1	5.4	4.5	0.9
5.9	3.5	2.4	8.2	7.5	0.7
5.0	3.5	1.5	8.6	8.5	0.1
4.6	2.0	2.6	5.5	4.5	1.0
3.1	2.0	1.1	5.1	5.0	0.1
6.5	3.5	3.0	7.9	8.5	-0.6
5.9	3.5	2.4	8.8	8.5	0.3
5.6	3.5	2.1	8.9	7.5	1.4
6.2	3.5	2.7	8.7	8.5	0.2
4.8	2.0	2.8	6.0	7.5	-1.5

Nelson Silent Reading Test/Placement Level data continued

	Pre-test	Initial Place	Difference	Post-test	Final Placement	Difference
	4.3	2.0	2.9	6.6	5.5	1.1
	6.3	3.5	2.8	10.1	8.5	1.6
Total	330.4	185.0	145.4	468.1	420.0	48.1
Average	5.1	2.8	2.2	7.2	6.5	0.7

IIC6 DROPPED

IIC7 Seventy-five percent (75%) of the ninth and tenth grade Language Arts and Project Emerge teachers at Roosevelt High School will change traditional instructional patterns and environment for individualized learning and student participation as shown by the Individualized Instruction Survey and I.G.E. Performance Criteria.

Findings: The participating teachers extensively utilized paperback books, periodicals, newspapers, movies and the tape recorder. Small group instruction was prominent, however, tutorial groups and independent study are not utilized very much. Nine students engaged in independent study toward the end of the year.

Teaching units were developed by all of the teachers. The average number of teaching units developed was twenty-four. They were developed and utilized throughout the year.

Eighty-eight percent of the teachers utilized student contracts. The average number developed by those teachers was 6.5 units. All teachers utilized learning activity packages and worksheets a great deal.

IID8 Ninth and tenth grade Language Arts and Project Emerge teachers at Roosevelt High School will participate in continuous in-service (2,000 hours) as shown by the In-Service Participation Sheet.

Findings: There were one-hundred and seventy-nine participants in the in-service sessions during the 1972-73 school year. This figure includes staff from Roosevelt High School, MacFarlane Middle School, community people and students. The figure may be higher due to data being collected only when stipends were paid. There were more sessions which occurred during school time that were not reflected in the figure. A few of the topics of the in-service were: Urban Education, Reading, Individualized Instruction, Use of Newspapers in the Classroom, Power Phonics and others. The workshops consumed approximatedly 2,350 hours for the total participants. The average number of hours of in-service per participant was approximately thirteen.

IID9 All high school and middle school participanting teachers will attend all summer workshop sessions on the I.G.E. process as evidenced by workshop attendance records.

Findings: There were seven teachers who participated in the summer workshop sessions. They did not attend all sessions. The objective was not met.

IID10 Consultants for the IGE and Emerge classes will make on-site visits on an average of once a week as shown by attendance sheets and monthly reports.

Findings: The on-site visits were accomplished in accordance with the objective . During the thirty-eight weeks of the school year the Services to Students/Cooperative Education consultant made 80 on-site visits. The Math Lab consultant visited the lab a total of 58 times. The Reading Lab consultant made 45 on-site visits. The Reading Lab and Math Lab consultants devoted much time to off-site activities (test analysis, material review, developing of materials, in-service preparation, etc.). The time spent by all consultants was mostly with staff personnel and administrators.

Data Presentation:

Number of Consultant On-Site Visits By Month

	Reading		Math		Services to Students	
	On-Site	Planning	On-Site	Planning	On-Site	Planning
Sept.	8	3	7	2	8	
Oct.	6	5	8	5	10	
Nov.	4	5	8	5	10	
Dec.	8	2	6	6	7	1
Jan.	5	3	9	4	10	1
Feb.	3	2	7	4	12	
March	4	2	7	5	10	6
April	3	3	3	-	6	
May	4	5	2	1	7	
	45	30	58	30	80	8

Comments: The success of the consultants may in part be gauged by the programs they were consulting. It is of course recognized that the consultant can be only as effective as the personnel they are working with. The reading consultant has worked the majority of the time at MacFarlane Middle School because the teacher in the lab was in her first year of teaching. The teacher was receptive to new ideas and was willing to learn. The results bear this out. The other two consultants tried to implement new ideas and methods, however, in many instances apathy was their roadblock.

IIE11 Three consultants will rate 90% of the teaching units developed by each teacher satisfactory.

Findings: This summer seven (7) teachers participated in a workshop to develop teaching units for the coming school year. Six teachers developed five (5) teaching units and one developed six (6) units. Overall ninty-five percent were rated acceptable (satisfactory) by the consultant. Six of the seven teachers met the objective.

Data Presentation:

Participant	Teaching Units Developed	Teaching Units Acceptable	Percent of Units Acceptable
A	5	5	100
B	5	5	100
C	5	5	100
D	5	3	60
E	6	6	100
F	5	5	100
G	5	5	100
Total	36	34	95%

IIF12 Thirty teachers from Roosevelt High School and MacFarlane Middle School (including all Emerge teachers) will develop teacher units to cover the first nine weeks of school for Fall semester 1972-73.

Findings: This past summer, July 5-21, 1972, seven teachers developed teaching units to cover the first nine weeks of the 1972-73 school year. Two of the four returning Emerge teachers participated. Those who participated were successful in meeting the objective, however, the objective was not met because of lack of participation.

Data Presentation:

(Same as preceding page.)

Comments: The lack of participation in the summer workshop (July 5-21, 1972) was due to an incomplete Continuation Application being sent to Washington. The following problem areas were directly responsible for lack of participation. First, there were funds in the Continuation Application for the workshops, however, there was no program written for these funds. Second, this was not caught until the time the application was reviewed (May 30-31, June 1, 1972) by Washington. At this time the objectives were written. A program was then developed around this shortly thereafter. This was followed by a memo to all teachers on June 14, 1972, two days before the end of school, to inform them of the summer workshop. Since it was so close to the end of school, many teachers did not participate because they had already made plans for the summer months.

The recommendation that should arise from this is very basic. It is simply that no funds should be allocated to a program that has not been written.

SERVICES TO STUDENTS/COOPERATIVE EDUCATION OBJECTIVES

IIIA1 Eighty percent (80%) of the Project Emerge students will show an improved attitude toward school and their learning experience as measured by the consultant developed Student Attitude Survey to the .05 level of significance.

Findings: The Student Attitude Survey was developed by a consulant during the 1971-72 school year. This activity culmunated in the survey being administered and analyzed by the consultant this year. There were two administrations, October 26, 1972 and May 3, 1973. A chi square test was used in analyzing the pre-post survey data. The survey was divided into three areas for analysis; educational ability (Items 1-4), educational motivation tendencies (Items 5 and 11), value of education (Items 6-10 and 12-15). Through his analysis the consultant made the following conclusion: "Efforts made to increase the proportion of Project Emerge students who hold positive attitudes about themselves and education as measured by the student attitude survey during the period of October 26, 1972 to May 3, 1973 were unsuccessful."

STUDENT SURVEY

GRADE: _____ SEX: Male 34 Female _____ DATE: October 26, 1972

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	# 13	15	4	0
		% 40.6	46.8	12.5	0
2.	I could do better school work if I had more help.	# 6	21	3	2
		% 18.7	65.6	9.3	6.2
3.	I am a good student.	# 11	17	5	0
		% 33.3	51.5	15.1	0
4.	I help my class a lot.	# 5	8	18	1
		% 15.6	25.0	56.2	3.1
5.	A tough lesson in school makes me work harder.	# 4	19	7	2
		% 12.5	59.3	21.8	6.2
6.	Education helps a person to become a good citizen.	# 19	8	5	1
		% 57.5	24.2	15.1	3.0
7.	I think time spent studying is wasted.	# 2	5	17	8
		% 6.2	15.6	53.1	25.0
8.	A person can learn more by working four years than by going to high school.	# 3	6	16	7
		% 9.3	18.7	50.0	21.8
9.	I see no value in education.	# 1	4	14	13
		% 3.1	12.5	43.7	40.6
10.	I think education helps us to make the best possible use of our lives.	# 19	11	2	1
		% 57.5	33.3	6.0	3.0
11.	I would not do much work if I did not have to pass tests.	# 5	8	15	5
		% 15.1	24.2	45.4	15.1
12.	I think my education will be of use to me after I leave school.	# 15	10	7	0
		% 46.8	31.2	21.8	0
13.	School does not help people very much in everyday life.	# 3	13	12	5
		% 9.0	39.3	36.3	15.1
14.	A high school education is worth all the time and effort it takes.	# 13	15	4	1
		% 39.3	45.4	12.1	3.0
15.	A person is dumb to keep going to school if he can get a job.	# 3	5	15	10
		% 9.0	15.1	45.4	30.3

STUDENT SURVEY

GRADE: _____ SEX: Male _____ Female 31 DATE: October 26, 1972

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

			Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	#	15	15	1	0
		%	48.3	48.3	3.2	0
2.	I could do better school work if I had more help.	#	8	18	4	1
		%	25.8	58.0	12.9	3.2
3.	I am a good student.	#	6	19	8	0
		%	19.3	61.2	19.3	0
4.	I help my class a lot.	#	2	9	19	0
		%	6.6	30.0	63.3	0
5.	A tough lesson in school makes me work harder.	#	8	15	5	1
		%	27.5	51.7	17.2	3.4
6.	Education helps a person to become a good citizen.	#	9	16	4	1
		%	30.0	53.3	13.2	3.2
7.	I think time spent studying is wasted.	#	0	5	20	6
		%	0	16.1	64.5	19.3
8.	A person can learn more by working four years than by going to high school.	#	2	5	18	6
		%	6.4	16.1	58.0	19.3
9.	I see no value in education.	#	0	4	20	7
		%	0	12.9	64.5	22.5
10.	I think education helps us to make the best possible use of our lives.	#	15	12	4	0
		%	48.3	38.7	12.9	0
11.	I would not do much work if I did not have to pass tests.	#	2	6	19	3
		%	6.6	20.0	63.3	10.0
12.	I think my education will be of use to me after I leave school.	#	9	10	11	1
		%	29.0	32.2	35.4	3.2
13.	School does not help people very much in everyday life.	#	2	6	17	5
		%	6.6	20.0	56.6	16.6
14.	A high school education is worth all the time and effort it takes.	#	8	15	6	0
		%	27.5	51.7	20.6	0
15.	A person is dumb to keep going to school if he can get a job.	#	1	4	14	11
		%	3.3	13.3	46.6	36.6

STUDENT SURVEY

TOTAL: 65

GRADE: 9 SEX: Male 34 Female 31 DATE: October 26, 1972

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

			Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	#	28	30	5	0
		%	44.4	47.6	7.9	0
2.	I could do better school work if I had more help.	#	14	39	7	3
		%	22.2	61.9	11.1	4.7
3.	I am a good student.	#	17	36	11	0
		%	26.5	56.2	17.1	0
4.	I help my class a lot.	#	7	17	37	1
		%	11.2	27.4	59.6	1.6
5.	A tough lesson in school makes me work harder.	#	12	34	12	3
		%	19.6	55.7	19.6	4.9
6.	Education helps a person to become a good citizen.	#	28	24	9	2
		%	44.4	38.0	14.2	3.1
7.	I think time spent studying is wasted.	#	2	10	37	14
		%	3.1	15.8	58.7	22.2
8.	A person can learn more by working four years than by going to high school.	#	5	11	34	13
		%	7.9	17.4	53.9	20.6
9.	I see no value in education.	#	1	8	34	20
		%	1.5	1.26	53.9	31.7
10.	I think education helps us to make the best possible use of our lives.	#	34	23	6	1
		%	53.1	35.9	9.3	1.5
11.	I would not do much work if I did not have to pass tests.	#	7	14	34	8
		%	11.1	22.2	53.9	12.6
12.	I think my education will be of use to me after I leave school.	#	24	20	18	1
		%	38.0	31.7	28.5	1.5
13.	School does not help people very much in everyday life.	#	5	19	29	10
		%	7.9	30.1	46.0	15.8
14.	A high school education is worth all the time and effort it takes.	#	21	30	10	1
		%	33.8	48.3	16.1	1.6
15.	A person is dumb to keep going to school if he can get a job.	#	4	9	29	21
		%	6.3	14.2	46.0	33.3

STUDENT SURVEY

GRADE: ____ SEX: Male 24 Female ____ DATE: May, 1973

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1. I could do better school work if I tried harder.	#	5	16	3	0
	%	20.8	66.6	12.5	0
2. I could do better school work if I had more help.	#	7	10	6	1
	%	29.2	41.7	25.0	4.2
3. I am a good student.	#	6	12	2	3
	%	26.1	52.2	8.7	13.0
4. I help my class a lot.	#	1	6	15	2
	%	4.2	25.0	62.5	8.3
5. A tough lesson in school makes me work harder.	#	4	10	5	3
	%	18.1	41.7	22.7	13.6
6. Education helps a person to become a good citizen.	#	8	9	4	3
	%	33.3	37.5	16.7	12.5
7. I think time spent studying is wasted.	#	1	2	13	7
	%	4.3	8.7	56.5	30.4
8. A person can learn more by working four years than by going to high school.	#	2	5	11	6
	%	8.3	20.8	45.8	25.0
9. I see no value in education.	#	2	3	9	10
	%	8.3	12.5	37.5	41.7
10. I think education helps us to make the best possible use of our lives.	#	7	12	5	0
	%	29.2	50.0	20.8	0
11. I would not do much work if I did not have to pass tests.	#	0	6	15	2
	%	0	26.1	65.2	8.7
12. I think my education will be of use to me after I leave school.	#	11	9	2	2
	%	45.8	37.5	8.3	8.3
13. School does not help people very much in everyday life.	#	5	9	6	4
	%	20.8	37.5	25.0	16.7
14. A high school education is worth all the time and effort it takes.	#	10	10	2	1
	%	43.5	43.5	8.7	4.3
15. A person is dumb to keep going to school if he can get a job.	#	2	2	12	2
	%	11.1	11.1	66.6	11.1

STUDENT SURVEY

GRADE: _____ SEX: Male _____ Female 23 DATE: May, 1973

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I could do better school work if I tried harder.	# 14	7	1	0
		% 63.6	31.8	4.5	0
2.	I could do better school work if I had more help.	# 4	14	4	0
		% 18.2	63.6	18.2	0
3.	I am a good student.	# 2	17	2	0
		% 9.5	81.0	9.5	0
4.	I help my class a lot.	# 0	9	11	0
		% 0	45.0	55.0	0
5.	A tough lesson in school makes me work harder.	# 4	14	5	0
		% 17.4	60.9	21.7	0
6.	Education helps a person to become a good citizen.	# 10	10	1	0
		% 47.6	47.6	4.8	0
7.	I think time spent studying is wasted.	# 1	2	10	10
		% 4.3	8.7	43.5	43.5
8.	A person can learn more by working four years than by going to high school.	# 2	3	12	5
		% 9.1	13.0	54.5	22.7
9.	I see no value in education.	# 1	2	9	9
		% 4.8	9.5	42.9	42.9
10.	I think education helps us to make the best possible use of our lives.	# 12	11	0	0
		% 52.2	41.8	0	0
11.	I would not do much work if I did not have to pass tests.	# 5	7	8	2
		% 22.7	31.8	36.4	8.1
12.	I think my education will be of use to me after I leave school.	# 9	8	5	1
		% 39.1	34.8	21.7	4.3
13.	School does not help people very much in everyday life.	# 2	4	13	4
		% 8.7	17.4	56.5	11.4
14.	A high school education is worth all the time and effort it takes.	# 8	10	0	2
		% 40.0	50.0	0	10.0
15.	A person is dumb to keep going to school if he can get a job.	# 0	1	8	13
		% 0	4.5	36.4	54.1

STUDENT SURVEY

TOTAL: 47

GRADE: _____ SEX: Male 24 Female 23 DATE: May, 1973

Below are some sentences which tell how you feel about yourself and education. Check the answer that comes closest to telling how you feel.

There are no right or wrong answers. Only you can tell us how you feel about yourself and education, so we hope you will mark the way you really feel.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1. I could do better school work if I tried harder.	#	19	23	4	0
	%	41.3	50.0	8.7	0
2. I could do better school work if I had more help.	#	11	24	10	1
	%	23.9	52.2	21.7	2.2
3. I am a good student.	#	8	29	4	3
	%	18.2	65.9	9.1	6.8
4. I help my class a lot.	#	1	15	26	2
	%	2.3	34.1	59.1	4.5
5. A tough lesson in school makes me work harder.	#	8	24	10	3
	%	17.8	53.3	22.2	6.7
6. Education helps a person to become a good citizen.	#	18	19	5	3
	%	40.0	42.2	11.1	6.7
7. I think time spent studying is wasted.	#	2	4	23	17
	%	4.3	8.0	50.0	37.0
8. A person can learn more by working four years than by going to high school.	#	4	8	23	11
	%	8.7	17.4	50.0	23.9
9. I see no value in education.	#	3	5	18	19
	%	6.7	11.1	40.0	42.2
10. I think education helps us to make the best possible use of our lives.	#	19	23	5	0
	%	40.4	48.9	10.6	0
11. I would not do much work if I did not have to pass tests.	#	5	13	23	4
	%	11.1	28.9	51.1	8.9
12. I think my education will be of use to me after I leave school.	#	20	17	7	3
	%	85.1	36.2	14.9	6.4
13. School does not help people very much in everyday life.	#	7	13	19	8
	%	14.9	27.7	40.4	17.0
14. A high school education is worth all the time and effort it takes.	#	18	20	2	3
	%	41.9	46.5	46.5	7.0
15. A person is dumb to keep going to school if he can get a job.	#	2	3	20	15
	%	5.0	7.5	50.0	37.5

TABLE 7

Summary of Chi Square Test of Independence Between Student Attitude Toward Their Educational Ability (Items 1-4) by Year

		Student Attitude Toward Their Educational Ability		
		Positive	Negative	Total
Year	1972	188 (75%)	64 (25%)	252
Year	1973	137 (76%)	44 (24%)	181

$X^2_1 = .066$

TABLE 8

Summary of Chi Square Test of Independence Between Student Attitude Toward Their Educational Motivation Tendencies (Items 5 & 11) by Year

		Student Attitude Toward Their Educational Motivation Tendencies		
		Positive	Negative	Total
Year	1972	88 (71%)	36 (29%)	124
Year	1973	59 (66%)	31 (34%)	90

$X_1^2 = .709$

TABLE 9

Summary of Chi Square Test of Independence Between Student Attitude Toward the Value of Education (Items 6, 10, 12; 14) by Year

		Student Attitude Toward Their Educational Situation		
		Positive	Negative	Total
Year	1972	147 (78%)	41 (22%)	188
Year	1973	112 (84%)	22 (16%)	134

$X_1^2 = 1.43$

TABLE 10

Summary of Chi Square Test of Independence Between Student Attitude Toward Their Educational Situation (Items 1-15) by Year

		Student Attitude Toward Their Educational Situation by Year		
		Positive	Negative	Total
Year	1972	721 (76%)	222 (24%)	943
Year	1973	517 (76%)	166 (24%)	683

$X_1^2 = .120$

TABLE 11

Summary of Chi Square Test of Independence Between Positive Student Attitude Toward Their Educational Situation (Items 1-15) by Year and Sex

Sex

		Male	Female	Total
Year	1972	366 (51%)	355 (49%)	721
Year	1973	253 (49%)	264 (51%)	517

$X_1^2 = .336$

Comments: Long standing attitudes are difficult to change. The effort put forth by the project does not appear to be adequate to accomplish the tasks. Indeed, if the project is sincere in its committment to change attitudes a much more concerted effort will have to be put forth in the future.

IIIA2 Eighty (80) of the students eligible for health services will have appointments scheduled and they will keep them as shown by the individual records kept by the nurse. They will be eligible if they meet the financial need criteria and their parents or legal guardians have consented to such services.

Findings: There were one hundred and thirty students screened during the year. Ten of the core students were not screened. The reason for seven not being screened was that they left the program before screening could take place, one student died and two had such poor attendance that screening did not occur. There were forty of the 130 students (30.8%) who exhibited no health problems. Forty-four percent (43.8%) or 57 of the students had dental problems. Twenty-five of the students (19.2%) had medical trouble. There were 19 (14.6%) who needed optical care and only one who needed orthopedic care. Thirteen of the students had ailments in more than one category. Eighty-two percent or seventy-four of the ninty students had appointments made and kept. However, the objective stipulates 80 students, therefore, the objective was not met.

Comments: The nurse spends much time counseling students on their health problems. Many of these health problems center around venareal disease, unwanted or unplanned pregnancies, drug usage and abuse, emotional problems and personal and

domestic hygiene.

There was a problem because of the late arrival of the nurse. The nurse did not start work until October. This delayed screening students and ultimately their care was set back. There was also personnel problems, as often arises when one person is responsible for their actions to more than one person.

IIIA3 The Automotive Professional Training students will develop saleable skills as shown by scoring 75% or better on each of the 12 unit tests necessary for earning a Certificate of Completion.

Findings: Seventy of the eighty students taking the APT course scored 75% or better on each of the 12 unit tests. All seventy of the students who successfully completed the 12 unit tests were awarded APT Certificates of Completion at a banquet held May 29, 1973, by a Shell Oil Company representative. This was the first year that both males and females took the course and awarded certificates.

Comments: The course took an important step forward when females were admitted. There have yet to be any problems arising from the situation.

There are a few students who have trouble in the course because of reading difficulties. The instructor talks to them about the importance of reading for mechanics. However, a more vigorous effort, not just in this course but in all courses, should be made to identify and refer students in need of help in the area of reading.

IIIA4 Work Experience students will develop proper work skills and job attitudes as shown by a satisfactory rating on the Supervisor's Rating Scale completed quarterly by the job supervisor.

Findings: There were two hundred and forty-eight (248) students who participated in a work experience during 1972-73. There were 169 students rated the first time (68%). One hundred and sixty-seven were rated satisfactory and two performed unsatisfactory. The second rating encompassed 161 students (65%). Six of these students were doing unsatisfactory work and 155 were performing satisfactory work.

The ratings were to be completed quarterly, however, only 47% of the students (107) were rated as required. This makes it difficult to determine whether or not the objective was met.

Data Presentation:

Results of Supervisor's Rating Scale

			First Rating		Second Rating	
Counselor	Category	N	Number	Percent*	Number	Percent*
A	Satisfactory	161	100	62.1	99	61.4
	Unsatisfactory		1	0.6	2	1.2
B	Satisfactory	87	67	77.0	56	64.3
	Unsatisfactory		1	1.1	4	4.5
Totals		248	169	68.1	161	64.9

*Percent is based on total number of students counseled by the respective work counselors.

Counselor 1 = 161
Counselor 2 = 87

Comments: The 1971-72 school year had five work counselors who served 249 students. This year, 1972-73, there were 248 students working. However, there are only two work counselors. The largest number of students handled by any counselor last year was seventy-six. This year one counselor had 161 students, the other counselor handled 87 students.

This increased work load does not appear to have had a negative effect on whether or not a student is rated satisfactory. This could be due to the number of counselees not being great enough to affect the results. This seems feasible since regular counselors handle 300 to 400 students. Another reason could be the students we serve.

Students must exhibit good attendance, at least, before they are considered for a job through the project. The job is considered a reward for those who perform well in school.

IIIA5 The "Shop" will modify referred students behavior satisfactorily as shown by a 75% satisfactory rating on the "Shop" survey. The survey will be completed by Roosevelt High School faculty and administrators that have referred students.

Findings: This year the Shop hardled 592 referrals or an average of approximately three per school day. These referrals entailed 363 different students. The Shop modified student behavior satisfactorily (very helpful, somewhat helpful) in 77.7% of the cases (238 of 306). Unsatisfactory behavior modification occurred in two of the three-hundred and six cases on which information was available or 0.6%. Sixty-six students showed no improvement according to the person referring them. The 306 cases reflect only those on which a survey form was completed. There were thirty-seven cases in which data was not generated.

This year it was also found that no student was referred to the Shop more than six times. In fact, 63.1% or 229 of the 363 referred students were only in the Shop once and 85.1% or 309 did not visit more than twice.

Data Presentation:

Shop Modification of Student Behavior

Category	Number of Students	% of those Evaluated	% of total Students
Very Helpful	71	23.2	20.6
Somewhat Helpful	167	54.5	48.6
No Help	66	21.5	19.2
Somewhat Harmful	1	0.3	0.2
Very Harmful	1	0.3	0.2
Total in Categories	306	99.8%	88.8%
No Response	37		10.7
Total	343		99.5%

Recivatism of Students Referred to the Shop

Times Referred	Number of Students	% of Students Referred
1	229	63.1
2	80	22.0
3	28	7.7
4	16	4.4
5	5	1.4
6	5	1.4
7 or more		
Total	363	100.0%

Comments: It is felt that the Shop has become one of the most successful aspects of the project. This past year MacFarlane Middle School initiated a Shop on its own and other schools have shown interest in similar endeavors.

One problem started to surface toward the end of this year. The Shop was becoming overloaded by students referred by the administration for cutting detention.

The size of the Shop and the number of personnel necessarily limit the number of students that can be handled effectively. The problem to be approached should not be why one cut detention, rather, why one was given detention.

IIIB6 The core students will be counseled individually at least twice per academic year by the counselor as shown on forms developed for such use by the Dayton Board of Education.

Findings: There were 410 individual counseling sessions with 107 core students. This averages 3.8 visits per year per student. However, twenty-eight students (26%) had less than two counseling sessions. Four of these never reported, three transferred, two were referred to other programs and one stopped coming to school.

It is interesting and alarming to note the drop in individual sessions after the second quarter. The third and fourth quarter saw the implementation of the Student Support Workshops. The workshops are explained and evaluated more fully in Appendix 1 of this report. However, the workshop took one of the counselors out of the building for three days per week. This would account for part of the decrease, but not nearly the decrease exhibited. It must be said that the objective was not met.

Data Presentation:

Number of Individual Counseling Sessions With Core Students

Counselor	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
1	98	121	0	53
2	71	47	9	10
Total	169	168	9	63

IIIB7 To aid in orienting parents and solving problems the core students will be visited at home at least once per academic school year by the social worker as shown by the social worker's records.

Findings: The social worker at MacFarlane Middle School failed to visit 22 homes before his departure to another position on May 4. Sixty-eight home visits were made during the year. Beyond this he held parent meetings for the participants in Emerge at MacFarlane Middle School and incentive activities for students.

The social worker at Roosevelt High School did not visit 21 of the students homes. One-hundred and twenty-nine home visits were made during the year. This entailed 94 homes of the students in the project. In addition the Roosevelt social worker started keeping a record of all contacts made by him about students on November 30, 1972. These records indicate that 596 contacts were made with students and parents concerning problems encountered. Also 453 contacts with school personnel were made about student problems and an additional 65 contacts were made with outside agencies.

The largest reason given for not visiting a student's home was transfer of the student to another school before the visit was made.

Comments: The home visit should be the first priority of the social worker. The home visit allows a rapport between the project and home to be established. This would make it easier to

discuss problem areas later in the year - if they should develop.

IIIB8 To aid in solving problems faced by the student the Early Childhood Center participants will be visited at least once per month by the social worker as shown by the social worker's records.

Findings: Twenty-two students participated in the ECC Program. Eleven of these graduated, nine completed the year and two did not finish out the year. The students represent 147 months of service. The social worker made 231 visits with students during the year. Fifty-two instance of a student not being visited during the month occurred.

Data Presentation:

Monthly Breakdown of ECC Visits

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Totals
No. of Visits	39	15	32	14	40	13	43	14	21	231
No. of Participants	13	16	18	17	20	17	16	15	15	22
Avg. Visits per Participants	3.0	0.9	1.8	0.8	2.0	0.8	2.7	0.9	1.4	1.6

IIIB9 All core students will receive screening for medical, dental, and optical services from the nurse as shown by the nurse's records.

Findings: Two of the core students did not receive screening. The reason given for not screening one of the students was non-attendance. There was no reason given for the other. Though we were close the objective was not met. A little more effort in the future may help.

IIIB10 The students identified in the Reading Labs will meet one period per week for group guidance sessions with the counselor at Roosevelt High School or the social worker at MacFarlane Middle School as shown by the counselor's and social worker's forms.

Findings: The group sessions at MacFarlane started on September 29, 1972 and were discontinued on May 4, 1973 because the social worker moved to a new job. Twenty of twenty-nine group sessions occurred. However, at Roosevelt the counselor conducted five small group sessions with the reading lab students. The counselor then developed a three-day workshop for students. There were ten such workshops held. The evaluation of these workshops is Appendix 1. However, the objective was not met.

IIIB11 The team will meet twice monthly and staff at least four students per month as shown on the Coordinator's records.

Findings: The team staffed ten students during their seven meetings. The team met twice during November, January and March. During no month did the team staff four students. Their last meeting for staffing was March 23, 1973. The objective was not met.

Comments: This year started better than last year but enthusiasm waned. One reason for this decline was cancelled or re-scheduled meeting times. This action reflected the low priority attached to this aspect of the program.

IIIB12 The A.P.T. instructor will maintain all equipment and use all such equipment for appropriate units as recorded quarterly by the coordinator during discussion with the instructor using a checklist developed by the coordinator.

Findings: The quarterly checklist or discussions with the coordinator concerning equipment was never done. The objective was not met.

IIIB13 A service station dealer will quarterly check mechanical skills development and service skills development using a checklist and will identify weakness and make suggestions for improvement to the coordinator.

Findings: The service station dealer visited the APT class three times during the year - November 16, February 9 and May 18. No weaknesses or suggestions for improvement were identified. The objective was not met because the class was not checked quarterly.

IIIB14 The Work Experience staff shall obtain throughout the year from each job supervisor a fully completed job rating sheet for each student on a quarterly basis, as shown by individual folders maintained by the Work Experience staff.

Findings: The job rating sheet was not completed as stipulated in the objective. One hundred and thirty-one (53%) of the 248 students did not have job ratings completed quarterly. Twenty-nine students had no ratings done on them during their work experience. The remaining 107 students (47%) did have their quarterly ratings completed quarterly.

Data Presentation:

Job Ratings

Counselor	N	# Students with Quarterly Ratings	# Students Without Quarterly Ratings	Students Without Ratings*
1	161	57	104	25
2	87	60	27	4
Total		117	131	29

*This column is also included in the # Students without quarterly ratings.

IIIB15 The Work Experience staff shall make at least two on-site visits each quarter throughout the year with all supervisors and all students to determine the reason for satisfactory or unsatisfactory progress, and suggest solutions for problems, as shown by individual student files.

Findings: Two hundred and two of the 248 students had on-site visits made by their counselor as stipulated by the objective. This accounts for 81.4% of the students. There were 1657 site visits made during the year. This is an average of six site visits per student.

Comments: This is an area where the larger number of counselees spoken of in objective IIIA4 may have hurt. The counselors did not make the number of visits they should have.

IIIB16 Bus transportation, on a cooperative prorated basis, will be provided for students working at outlying places of employment which present a transportation problem. Such service shall be recorded by the coordinator.

Findings: Students who worked at Wright Patterson Air Force Base were provided with bus transportation was borne by the Board of Education, not the project. The objective was met.

IIIC17 The students in the Freshman Orientation Program will gain adequate understanding of Roosevelt and Emerge programs and services during the program as shown by correctly answering 70% of the items on a questionnaire developed by the Consultant.

Findings: There were ninty-seven students who attended some session of the Freshman Orientation Program. The Evaluation forms were given to the students to fill out and return. There were tabulated by the secretary, as to how many answered yes or no. The survey (Student Opinion of the Week) had eight items. The first three dealt with information concerning school rules and activities, who to see, and where in the building to go; the last five are concerned with how the students felt about what took place during the week. Seventy-seven percent of the students felt they received satisfactorily information.

The survey dic identify that only 69% of the students felt they understood the rules about report cards. It was also found that 56% of the students know who to see about money problems. Further, 62% of the students felt that they obtained anything from the films.

Data Presentation:

Summary of Student-Opinion of the Week

		YES	NO	% YES
1.	SCHOOL RULES: DID YOU UNDERSTAND THE RULES ABOUT:			
	a. Attendance	74	11	87%
	b. Tardiness	72	14	84
	c. Class cutting	70	18	80
	d. Report Cards	59	27	69
	e. The way to act in School	65	21	76
2.	SCHOOL ACTIVITIES: DID YOU GET ENOUGH INFORMATION ABOUT:			
	a. School Clubs	62	23	73
	b. Sports	73	16	82
3.	DO YOU KNOW WHO TO SEE ABOUT:			
	a. School Problems	68	20	77
	b. Money Problems	49	38	56
	c. My Own Problems	68	19	78
4.	GROUP WORK:			
	a. Did you like the size of your group?	69	19	78
	b. Was the group work helpful?	68	19	78
5.	TOUR OF THE BUILDING			
	a. Was the building tour helpful?	71	17	80
6.	Did you get anything from the films?	52	51	62
7.	Were all your questions answered?	70	17	80
8.	Did you find this week helpful?	73	13	85

Comments: The survey in use is inadequate because we do not know if the participants are digesting what they are fed. They may feel that they understand the rule on class cutting however, if asked to explain this rule we may find that they misunderstand the rule. It is not enough to ask a yes-no question in the way that they were asked on this survey.

IIID18 Through a Freshman Orientation Program, all core students will be able to make personal contact with the Services to Students/Cooperative Education personnel and community citizens. This will be documented by orientation records which demonstrate that all students had an opportunity to meet the personnel mentioned above for periods of at least two hours in groups of thirty or less.

Findings: The Freshman Orientation Program ran for five weeks (July 10 - August 11, 1972). Each week a new group of students were processed through the program. One hundred sixty potential participants were identified and eighty-five of these actually took part. In addition to these 85 there were twelve students that attended who were not identified as potential dropouts but wanted to take part in the orientation. The biggest reason for students not being in attendance was because they had transferred to another school (under the freedom of enrollment policy). The students who did not take an active part in the sessions were organized into groups not larger than twenty-five. The students did meet with the personnel as prescribed in the objective, and this was verified by the report submitted by the counselor, the agenda, observation and the personnel.

Again, this year, there was the problem of students not attending all the sessions. Some attended one, some two and a few all three. However, the objective

was not met. The reason is that not all core students attended the Freshman Orientation Program.

Data Presentation:

July 10 - 14, 1972

Total number of students attending 21 plus 8 students who were in Emerge at MacFarlane, but not selected for continuation in Emerge.

Number	Day Attended
13	Monday
15	Tuesday
17	Wednesday

July 17 - 21, 1972

Number	Day Attended
14	Monday
13	Tuesday
14	Wednesday

Total number of students attending - 19

July 24 - 28, 1972

Number	Day Attended
17	Monday
17	Tuesday
16	Wednesday

Total number of students attending - 19

July 31 - August 4, 1972

Number	Day Attended
11	Monday
11	Tuesday
9	Wednesday

Total number of students attending - 13

August 7 - 11, 1972

Number	Day Attended
13	Monday
10	Tuesday
12	Wednesday

Total number of students attending - 13 plus 4 students who were in Emerge at MacFarlane, but not selected for continuation in Emerge.

Comments: The freedom of enrollment policy has allowed many students to transfer from one school to another. Therefore, a larger number of potential participants should be identified.

ATTACHMENT 1

Inner-city youth experiences many problems that later appear as symptoms in institutional environments. Education, and its corollary institution - school, is faced with these symptoms daily. The symptoms are many times viewed as problems in and of themselves. Unless the symptoms are attacked through the underlying problems they will continue to reoccur. Some of the symptoms exhibited in the school are apathy, absenteeism, tardiness, class cutting, discipline problems and failure. Problems that contribute to these symptoms are self-image, self-respect, communication skills, value clarification, helping relationships, self-support systems and goal setting. These, it is conceded, are also symptoms of deeper social problems - racism and repression. However, these are highly complex problems which need to be attacked through a multi-institutional approach. Education, and more specific - schools, can attack the problems, or symptoms, of self-image, self-respect, communication skills, etc.

Project Emerge coupled with Roosevelt High School recently attempted to take the offensive against these problems. The plan of attack was to involve ten groups of 15 to 20 students in a voluntary three day workshop. The students were excused from their everyday curriculum to attend. The workshops were conducted by a Team consisting of a counselor and a guidance worker. The Teams alternated weekly. However, the students could attend only one workshop.

The workshop was designed by an outside consultant in consultation with one of the Team counselors. This counselor then trained the other team members. The Teams became accomplished at carrying out the activities of the three day workshop. The activities consisted of: (Day 1) Waetjin

Self-Concept Survey, Killer, Pressure Play, Action Word, Name Baggage Cards, Who's Here, Comfortability Circle, Alligator River, Prisoner's Dilemma, Blind Walk, I Like List, Break-In, People Machine and "I Feel I Learned Statements; (Day 2) Review, Team Loveable and Capable, Rumor Clinic, Communication Diagram, Ropes, One-Two Way Communication, Silent/Broken Squares, Wooden Blocks/Blindfold, Project Rescue, Desert Island, Telegrams, Puzzle and Strength Bombardment; (Day 3) Review, Who Am I, Billboards, Sugar Cubes, Pick the Symbol, Token Game, Lemon Game, Create Your Own Game, Perception Matrix and the Student Evaluation. An evaluation of the workshop was undertaken to try to ascertain the influence.

The evaluation of the workshop was designed to answer five questions. It is felt that these are the basic questions that need to be answered before a decision to continue or discontinue the workshop is made. The five questions that needed answered were:

1. How did the students feel about the workshop?
2. Did the students feel that they gained from the workshops?
3. How did the teachers feel about the workshop idea?
4. Did the teachers hear about the workshop from their students?
5. Did the teachers notice any change in the students' behavior since their return from the workshop?

The evaluation consisted of three phases. The first was the student's evaluation of the program. In conducting the student evaluation we wanted to know how the student felt about the activities and if they believed that they gained anything from the workshop. The students rated eight statements from disagree strongly to agree strongly. After rating each statement they were to comment on their rating. A ninth question asked which activity they liked the most, least and what could be improved. The evaluation form follows:

EVALUATION FORM

Today's date _____

We would like you to read each sentence and do two things:

a. Place a checkmark above the category which best describes your agreement or disagreement with the statements below.

b. Comment on your rating.

1. I enjoyed these activities.

disagree strongly	disagree	disagree slightly	undecided	agree slightly	agree	agree strongly

Please comment.

2. I believe that I was learning about myself through these activities.

disagree strongly	disagree	disagree slightly	undecided	agree slightly	agree	agree strongly

Please comment.

3. I discovered some new, personal feelings, beliefs or values about myself.

disagree strongly	disagree	disagree slightly	undecided	agree slightly	agree	agree strongly

Please comment.

4. I was able to get a closer understanding about some of my feelings and valuses.

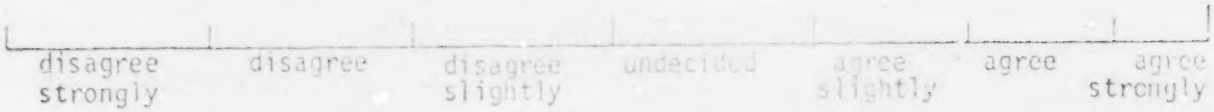
disagree strongly	disagree	disagree slightly	undecided	agree slightly	agree	agree strongly

Please comment.

Evaluation form

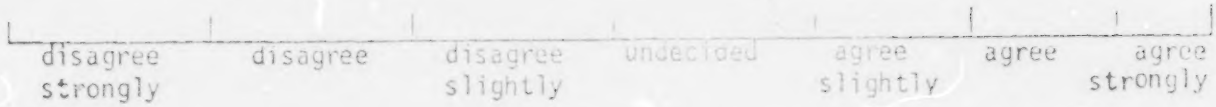
Today's date

5. I learned something about the feelings and values of others.



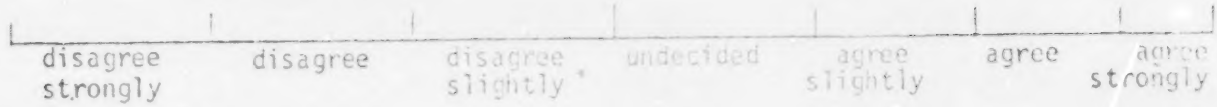
Please comment.

6. I learned some things about how I communicate with other people.



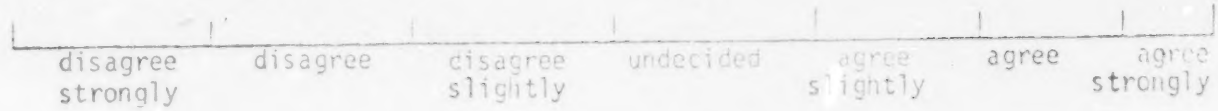
Please comment.

7. I have a "better feeling" towards the people in this group than I had towards them before this workshop.



Please comment.

8. I feel that I can begin to act in a more responsible manner toward myself and others as a result of the experiences during the last three days.



Please comment.

9. a. Which activity did you like the most?

b. Like the least?

c. Could be improved.

The second aspect of the evaluation was designed to ascertain whether or not the teams were carrying out their duties properly, and also validate different aspects of the student evaluation form. The method decided upon was observation of video-taped segments of the workshop activities. The third phase attempted to find out if the workshop had any effect on the student. The students' homeroom/first period teacher was asked three questions. The interviews took place in the teacher's room during their free period or before or after school. This is the content of the interview: There are voluntary workshops lasting for three days being conducted for students. We are trying to determine what effect this experience had on the student. As I understand it you have the following students for homeroom/first period (Name the students. If the teacher says they do have the students continue, if not find out what happened. If the teacher has the students three questions were posed.). First, what do you think of the workshops? Second, what, if anything, have the students said about the workshops? Third, have you noticed anything different about any of the students, since the workshops, in the areas of attendance, academic achievement, or attitude?

The results of the student evaluation form were overhwhelmingly favorable. There were 97 evaluation forms completed out of 135 participants for a response rate of 72%. The results are presented below for each session and question. These results are immediately followed by the comments made by the students on each question.

See next page.

Question #1: I enjoyed these activities.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	1	0	0	1	0	0	1	1	4
undecided	0	0		1	0	0	1	1	2
agree	14	12	13	12	10	10	11	9	91

Comments by students: 14 responses

- o met two new people
- o because they were fun
- o killer
- o had fun and I learned something
- o because they were fun and interesting
- o because of them was children games
- o things were neat here
- o when we were coming back to the workshop
- o I had some fun when I was here I want to come back again
- o enjoyed activities because I never did them before
- o activities gave me the chance to learn how other people felt toward each other
- o learned a lot of things that I didn't know before
- o it was fun sometimes, wasn't as bad as school

Question #2: I believe that I was learning about myself through these activities.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	1	0	0	1	0	0	2	1	5
undecided	2	1	1	1	2	0	2	0	9
agree	12	11	13	11	8	10	9	9	83

Comments by students: 10 responses

- o cause the games had a lot to do with my personality
- o because most of it I already know
- o yes I do, because I learn more about what my friends feel about me
- o games we played communicating
- o something I did and some I did
- o a lot of fun
- o and about others
- o learned how to communicate to some people

- I learned how people treat other people when you don't know what your saying
- I don't really know because I didn't learn any more than I started

Question #3: I discovered some new, personal feelings, beliefs or values about myself.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	3	0	0	1	1	0	3	3	11
undecided	2	0	1	1	0	2	0	0	6
agree	10	12	13	11	8	8	10	7	79

Comments by students: 5 responses

- some places I did, but not too much I discovered
- games we play
- I know too much
- discovered that I don't have to do good to have good friends
- I found out that I am really not shy

Question #4: I was able to get a closer understanding about some of my feelings and values.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	3	0	1	2	0	0	2	1	9
undecided	1	0	1	2	2	3	0	0	9
agree	11	12	12	9	8	7	11	9	79

Comments by students: 1 response

- I want to come again

Question #5: I learned something about the feelings and values of others.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	1	0	1	1	0	0	1	0	4
undecided	2	0	1	0	0	0	1	0	4
agree	12	12	12	11	10	10	11	10	88

Comments by students: 5 responses

- how they react to me
- I learned by getting involved in all the activities
- too much
- I never had the feeling of being needed before in working with others

- the feelings and values of myself

Question #6: I learned some things about how I communicate with other people.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	0	1	0	1	0	0	1	1	4
undecided	2	0	0	0	0	0	0	1	3
agree	13	11	13	11	10	10	12	8	88

Comments by students: 1 response

- a lot

Question #7: I have a "better feeling" towards the people in this group than I had towards them before this workshop.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	3	0	1	2	0	1	1	1	9
undecided	2	1	1	0	0	0	2	1	7
agree	10	11	12	10	10	9	10	8	80

Comments by students: 8 responses

- cause some of them I didn't even know
- I didn't like some of the people because they were not my friends
- I didn't know some of the people at first but this way you can meet new people and learn a little about them
- hate
- some of them
- some I could not stand at first
- because I know them better
- I thought I would be afraid to talk to others, but I really found I was not afraid

Question #8: I feel that I can begin to act in a more responsible manner toward myself and other as a result of the experiences during the last three days.

Response/Session #	1	2	3	4	5	6	7	8	Total
disagree	3	0	1	1	0	0	3	1	9
undecided	3	2	2	1	1	1	0	0	10
agree	9	9	11	10	9	8	10	9	75

Comments by students: 2 responses

- o when I say I strongly agree I strongly agree
- o fun

Question #9: a. Which activity did you like the most?

69 responses

all of them	13 responses
break-in	12 responses
ropes	
own perceplions	
blind fold	16 responses
killer	14 responses (last 3 workshops only)
aligator story	
rumor clinic	2 responses
Puzzle	
The art	
fun	2 responses
precept low matrix	
prison dilema	
acting out people	2 responses

b. Like the least?

54 responses

writing	6 responses
none	14 responses
strengths	2 responses
desert island	
blind walk	
act like a machine	5 responses
building blocks blind	5 responses
story	
hope	2 responses
prison delima	3 responses
writing about ourselves	

The video-taped segments verified that the activities were properly executed by both teams. It was also verfied that the students responded honestly because their actions in the workshop corresponded to the responses filed on the forms.

The interviews conducted with the tecachers produced the following results: (1) teachers agreed with the workshop concept but were unsure as to its effect; (2) few teachers heard anything about the workshop from the students; (3) nine of seventeen teachers said they had seen some change in some of the students, however, all nine were quick to point out they were unsure as to why the change came about. Overall the responses of the teachers were positive and any criticism was constructive.

The preceding evidence leads this investigator to recommend that the program be continued for another year. However, during the year a more extensive assessment of the effect of the workshop in changing student behavior should be initiated. This could be done by video-taping during the workshop to find students who were withdrawn or dominating in the beginning and who by the conclusion of the workshop became more outgoing or reserved. Also, teachers could be forwarned that they will be interviewed about students who participate in the workshops. This would allow the teachers to observe these students more closely. Other alternative evaluation methods could be develored if the workshops are implemented next year.

ATTACHMENT 2

Incentive activities occurred for students who met attendance objectives or were recommended by the work counselor. Many of the project students have not had the experiences provided through the project, however, they were able to engage in these activities because of the project. Through these activities students should also have a motivating force for them to attend school regularly.

There were activities for the students which were more entertaining than educational. These were mostly reward activities for perfect attendance, good progress reports or satisfactory work performance. The activities included a hockey game, skating party and a roller derby game. Many of the students had never personally experienced these activities.

The activities with more of an educational slant were also plentiful. Students toured Central State University, University of Dayton, Sears Glamour School, Living Arts Center, Urban League Annual Dinner, Ace Trucking Firm and a Volkswagen Plant in Dublin, Ohio.

Two family type activities also occurred. One after the Summer Orientation program to Glenn Miller Park. There was swimming, picnicing, games and a zoo to view. The second was at the conclusion of school. About five buses loaded with parents, students and their families went to Hueston Woods for the day just to get to know each other better.

The big end of the year trip was to Walt Disney World in Florida. Seventy-six students and ten parents engaged in the trip. They toured

Atlanta's Underground, Stone Mountain, Walt Disney World and many other sites. The experiences of a bus ride, staying overnight in a motel, seeing a different environment was new and exciting for many.

RECOMMENDATIONS

The project appears to have faired pretty well when overall one year objectives are viewed. The number of dropouts decreased, attendance increased and semester expulsions decreased. However, when we look down the list of supporting objectives the view is dismal. Few objectives were met. This led to two thoughts. First, there is little relationship between the overall one-year objectives and the component and supporting overall objectives that support them. A second possibility is that the success criteria of the objectives was set too high - higher than necessary for the attainment of the overall one year objectives. It is most difficult to determine cause-effect relationships in education. However, the changes in the number of dropouts, student attendance and semester expulsions seems to be related more to changes in Board policy and the courts than in the efforts of Project Emerge. This is not saying that the Project has had no success. Indeed there are students who remained in school because of the efforts of the staff. When compared to outside forces these efforts were small.

Recommendations:

1. Discussions with the Board of Education should take place concerning changes that would assist potential dropouts.

2. More publicity of Project Emerge's successes and failures should be undertaken in the last year.

3. The Project should exert more effort toward getting students to attend classes. This would include the following:

    a. The top priority of the social worker should be home visits and follow-up on students encountering attendance problems.

b. The counselor should make more of an effort to counsel students individually.

c. The students should engage in small group sessions as stipulated.

d. Parents of students with attendance problems should be contacted as often as necessary.

4. The Project should keep accurate records to insure that materials, equipment and programs are distributed properly.

5. The Advisory Council should take the initiative to push for adoption of the programs they wish to see continued. The project should provide the support needed to do this.

6. Attitudes are difficult to change and more difficult to gauge. The project should focus more on changing behaviors.

7. Because of the high number of failures in I.G.E. Language Arts classes the assessment should be escalated to identify strengths and weaknesses. This should include the participating teachers.

8. More diligence needs to be practiced in the job ratings and on-site visits in work experience.

9. The personnel in the Shop should not be overburden by students who cut detention. There should be a maximum number of students

10. More specific directions to doctors should be made in the area of health services.